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ABSTRACT

Prepared by home economics instructional materials center staff, this handbook is for use by home economics cooperative education teacher-coordinators in planning vocational home economics gainful employment programs and courses on the high school level. Contents include: (1) general information on the program, (2) approved occupations for the program, (3) teacher qualifications and information on the role of the teacher-coordinator, (4) organization and composition of the advisory committees, (5) facilities and equipment, (6) selection of students and training stations, (7) student placement, (8) training plans and related class instruction, (9) instructional materials recommended for the program, (10) various suggested activities, (11) program publicity, and (12) information on Future Homemakers of America. Supplementary materials provided include samples of: (1) questionnaires, reports, forms, rating sheets, and training plans, (2) unit plans, with study questions and assignments, unit test, and answer sheet, (3) employer rating sheets and correspondence, (4) teacher-coordinators' schedule forms and diary entries, (5) newspaper articles, (6) business correspondence, and (7) publicity chart. The handbook was developed for use in Texas schools, but could be adapted for use in other geographic locations. (AW)

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HOME ECONOMICS COOPERATIVE EDUCATION

A Handbook
for
Home Economics Cooperative Education Teacher-Coordinators

Prepared
by
Home Economics Instructional Materials Staff
Vocational Homemaking Division Staff, Texas Education Agency
Home Economics Cooperative Education Teacher-Coordinators

Issued by

Texas Technological College
School of Home Economics
Department of
Home Economics Education
Lubbock, Texas

in
cooperation
with

Texas Education Agency
Department of Vocational
and Adult Education
Division of Homemaking Education
Austin, Texas

VT009959

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OFFICE OF EDUCATION

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M E M O R A N D U M

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DATE: November 25, 1969

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FOREWORD

The passage of the Vocational Education Act of 1963 focused attention upon the need for more occupational education programs at the high school and post-high school levels. Educators have become increasingly concerned about students who can look forward to little more than low-paying jobs of an unskilled nature when they leave high school. Many of these students find little to interest them in high school and often leave school to take any kind of employment they can find. Chances are that this kind of individual will have limited opportunities for advancement in our competitive and technological society.

One of the results of the situation described above is that many of these individuals will not, in many cases, develop high standards of personal and family living or of community service and responsibility. They become part of the unskilled mass of our population who contribute little to society and benefit themselves even less.

The Vocational Act of 1963 and Amendments of 1968 emphasize that all high school students should receive some kind of vocational training. Home Economics is assuming some responsibility for this training by adding gainful employment courses to the high school curriculum. These courses are designed to meet the needs of students who, for a variety of reasons, do not plan to continue their education after graduation from high school, or who have a particular interest in an occupation requiring home economics knowledge and skills. It is also hoped that these courses will give students who have lost interest in high school a reason for remaining in school until they graduate.

The gainful employment programs are not, in any sense, meant to replace the vocational home economics courses directed toward homemaking. More and more women in our society are assuming the dual role of homemaker and wage earner. Home economics thus has the responsibility for helping women meet the demands of both of these roles. An additional responsibility is that of providing training for boys who may be interested in occupations related to home economics.

The various subject matter areas of home economics are relevant to a variety of occupations. There is a need in many occupations for employees who have had some training, but not necessarily a college degree or even college credit. During the past few years, an increasing number of people 1) eat outside the home, 2) stay in nursing homes, 3) leave their children in child care centers, 4) desire alterations or repairs on their clothing, 5) want help with decorating their homes, and 6) travel and require clean, pleasant surroundings at night. With the expanded demand for services, the need for food service employees, dietitian aides, child care aides, clothing assistants, home furnishings aides, and housekeeping management assistants is apparent. These are examples of only a few of the occupations to which home economics can make a contribution in terms of trained personnel. The purpose of the wage earning courses is not only to give high school students a job skill, but also to help them advance more rapidly and perform more efficiently.

In summary, some of the reasons education for employment is appropriate in home economics are: (1) an increasing number of women are employed outside the home and need preparation for the dual role they are assuming, (2) there is an increasing need for personnel in the service occupations that are related to home economics, (3) the number of jobs for unskilled workers is decreasing and more and more jobs are requiring training of some kind, and (4) programs which appeal to potential dropouts must be added to the school curriculum.

We, as home economists, must meet our challenge to provide students with opportunities for gainful employment training while they are in high school and encourage them to consider advanced training after graduation.

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I. VOCATIONAL HOMEMAKING EDUCATION GAINFUL EMPLOYMENT PROGRAM

Gainful employment programs in Vocational Homemaking Education are those which prepare students for employment in occupations requiring knowledge and skills in one or more home economics subject areas including clothing and textiles, foods and nutrition, home management and consumer education, housing, and human development and the family. These programs are provided for in the Vocational Education Act of 1963. This act authorized funds for the expansion of Vocational Homemaking Education through the development of programs to prepare persons for employment in occupations related to home economics. Acts prior to 1963 authorized funds for homemaking education only, so the gainful employment emphasis has been a "new dimension" in Vocational Homemaking Education since 1963. The gainful employment programs are designed to supplement, but not replace, homemaking education.

There are two types of gainful employment programs included in the Vocational Homemaking Education offerings available for high school students in Texas. The cooperative education program combines classroom instruction with three hours per day on-the-job training. The pre-employment laboratory education program provides technical instruction and practical experience in the classroom for two consecutive hours daily. For pre-employment courses, laboratories simulating the occupational area being taught are set up in the school.

II. RELATIONSHIP BETWEEN THE TWO ASPECTS OF THE VOCATIONAL HOMEMAKING EDUCATION PROGRAM

The relationship between homemaking education and the gainful employment courses in terms of subject matter content is shown in the illustration below. The occupations relating to homemaking education are ever changing and increasing. The occupations listed below have been paired with the major area of concern.

Education for Homemaking	Education for Cooperative Home Economics
SUBJECT MATTER AREAS	OCCUPATIONAL AREAS
Clothing and Textiles	Tester of Textiles Clothing Assistant Fabric Coordinator Millinery Aide
Foods and Nutrition	Dietitian Aide Food Service Employee Food Caterer Tester of Foods
Home Management and Consumer Education	Tester of Equipment Housekeeping Management Assistant
Housing	Home Furnishings Aide Floral Designer
Human Development and the Family	Child Care Aide Companion to Elderly

Differences in the two programs can be seen in the charts on the following pages.

DIFFERENCES IN TWO ASPECTS OF HOME ECONOMICS PROGRAMS[1]

Home Economics for Homemaking	Home Economics for Employment
Total curriculum is broad in scope and content and designed to meet needs of a particular community.	Curriculum is based on job analysis of specific occupation.
Attitudes, behavioral development, and skills necessary to strengthening family well-being are stressed	Emphasis is placed on the development of attitudes, behavior, and skills necessary to secure and hold a job.
All students are accepted because of the belief they can benefit from the program.	Qualities and aptitudes are the basis for selecting enrollees in a specific job-oriented program.
Programs are appropriate in all communities because concepts taught are the basis for improved individual, family, and community living.	Programs are established when evidence shows sufficient job opportunities are available for placement of trainees.
Counseling is valuable in development of personal and family values.	Vocational counseling service is necessary to help determine needs, employment opportunities, and placement of students in the most satisfactory program.
Advisory committees are helpful in developing realistic programs designed to meet community needs.	Advisory committees help to determine work available and to advise and evaluate the specific emphasis of the training program.
Evaluation is based on improvement in individual, family, and community living.	Evaluation is in terms of performance and the ability to secure and hold jobs.

[1]Adapted from: Draper, Dale C. and National Committee on Secondary Education. Educating for Work. The National Committee on Secondary Education of the National Association of Secondary School Principals. Washington, D.C., 1967. pg. 59.

III. APPROVED OCCUPATIONS FOR HOME ECONOMICS COOPERATIVE EDUCATION PROGRAMS IN TEXAS

Occupations approved for the Cooperative Education programs must (1) be classified as a home economics occupation requiring knowledge and skills in one or more of the following home economics subjects: clothing and textiles, foods and nutrition, home management and consumer education, housing, and human development and the family, (2) provide a minimum of 175 hours of classroom instruction and 525 hours of supervised on-the-job training and work experience per school year in an approved home economics occupation. Examples of approved occupations include the following:

Bridal Consultant

Child Care Aide

Companion to Elderly

Clothing Assistant

Dietitian Aide

Fabric Coordinator

Floral Designer

Food Caterer

Food Service Employee

Home Furnishings Aide

Housekeeping Management Assistant

Millinery Aide

Tester of Foods, Equipment, or Textiles

Occupations which cannot be approved are those which come within the definitions of programs for agriculture, distributive, industrial, health occupations, technical, vocational office education, and occupations generally considered professional or requiring the baccalaureate or higher degree.

IV. TEACHER QUALIFICATIONS

Teachers must meet the same qualifications and certification requirements as vocational homemaking teachers. In addition, it would be helpful if they have had specialized training and occupational experience related to the occupations for which training is being conducted in the program.

A cooperative relationship with guidance personnel and good personal relationships with other faculty members are also important. A positive attitude toward teaching for employment; an alertness to opportunities for possible training stations; ability to communicate with students, faculty, and community members; and willingness to accept responsibility of follow-up of trainees are additional desirable qualifications for teachers interested in this aspect of the Vocational Homemaking Education program.

V. THE TEACHER-COORDINATOR

The teacher-coordinator of Home Economics Cooperative Education programs is employed by the local public school to supervise and correlate the school work and the work experiences of Home Economics Cooperative Education students. It is her duty to promote interest in the program, organize classes, place students in employment according to interests and qualifications, develop and organize instructional materials, coordinate school work and work experiences of students, prepare reports, represent the school on special occasions related to vocational education, and keep follow-up records on employed students.

The following check sheet is a listing of duties and activities of the teacher-coordinator for Home Economics Cooperative Education programs. Checking the activities as they are accomplished may be helpful to the teacher-coordinator as she initiates and conducts the cooperative education program.

- [ ] Discuss plans for program with school administrators
- [ ] Check occupational survey
- [ ] Organize advisory committee
- [ ] Meet with advisory committee
- [ ] Plan publicity for the cooperative program
- [ ] Interview and begin selection of students
- [ ] Select training stations
- [ ] Set up classroom facilities
- [ ] Develop job analysis as basis for course content
- [ ] Prepare or secure needed study guides for individual students
- [ ] Complete and mail an Organization Report (VOC-042) for each class to the Area Consultant not later than two weeks after the opening date of school in September. Helpful suggestions for preparing the Organization Report are included in Figures 8 and 9, pages 38-40.
- [ ] Complete and mail four copies of the Training Plan (VOC-044) for each student to the Area Consultant not later than two weeks after entrance of the student into the program. Helpful suggestions for preparing the Training Plans are included in Figures 13 and 14, pages 49 and 50.
- [ ] Set up files of instructional materials

- [ ] Make individual student assignments which are related to the student's job
- [ ] Plan related class curriculum guides on attitudes and abilities of successful employees, interpersonal relationships on the job, and other topics which are pertinent to the entire class
- [ ] Check student progress on written assignments and tests
- [ ] Visit training station and confer with employers
- [ ] Publicize activities of class
- [ ] Sponsor Future Homemakers of America organization
- [ ] Continue to secure reference and instructional materials
- [ ] Plan employer-employee entertainment
- [ ] Complete a Closing Report (VOC-043) at end of the school year for each class and mail to the Area Consultant. Helpful suggestions for preparing the Closing Report are included in Figures 10 and 11, pages 41 through 43.
- [ ] Interview prospective students and employers for the following semester
- [ ] Keep follow-up records of students' employment

VI. DETERMINING THE NEED FOR A HOME ECONOMICS COOPERATIVE EDUCATION PROGRAM

Before a Home Economics Cooperative Education unit can be approved in a community, an occupational survey is required. The major purposes of an occupational survey are:

1. To determine the opportunities for employment in occupational areas related to home economics

2. To determine the willingness of employers to participate and cooperate in the education program

3. To determine the skill level of performance necessary for the jobs available in the area of home economics

4. To determine what training is presently being given

5. To provide guidelines for the content of the course

6. To promote wage-earning home economics program

In situations where a survey has not been conducted and there appears to be a need for a cooperative program, the teacher should contact her superintendent. He may then request assistance in organizing an occupational survey from:

Director
Vocational Program Development for Secondary Schools
Department of Vocational and Adult Education
Texas Education Agency
Austin, Texas 78711

After the survey has been made and the need determined, one of the next steps is to locate employers who might provide training stations for the Home Economics Cooperative Education program. Sources of names of employers may be obtained from the following:

1. Chamber of Commerce

2. City directory

3. Yellow pages of the telephone book

4. Texas Employment Commission

It is generally recommended that a personal interview be used in making the initial contact with the employers. Some of the kinds of information to be obtained through the interview are:

-- How many persons are employed in the occupational area (i.e., child care aide, dietitian aide) being surveyed?

-- What is the anticipated increase or decrease in number of employees in the next year?

-- What is the annual turnover of employees in the area being surveyed?

-- In which occupations being surveyed is there a shortage or an abundance of workers?

-- How do employers get people to fill their vacancies?

-- What would be the opportunity and requirements for advancement in the occupation?

-- What training programs are provided by the employer?

-- Would the employer be willing to employ a student in Home Economics Cooperative Education program?

-- What is the probable salary schedule?

-- What is the general age of the employees?

-- What fringe benefits accompany the job?

-- What community resource persons are available to help with the education program?

-- Would the employer be available as an advisory committee member?

The form on page 10, Figure 1, may be helpful for obtaining information from prospective employers. Information may be added or deleted depending on individual use.

QUESTIONNAIRE FOR PROSPECTIVE EMPLOYERS

Date_____

1. Name of firm or individual _____

2. Name of director or manager _____

3. Type of firm or business_____

4. How many employees do you have?
   _____ Full-time
   _____ Part-time

5. What age range employee do you prefer?_____

6. What is the approximate length of service of these employees?_____
   _____

7. Where do you go to find persons to fill jobs?_____
   _____

8. When vacancies do occur, how difficult are they to fill?
   _____a. easy, many qualified applicants
   _____b. several qualified applicants
   _____c. few or no qualified applicants

9. Would you be willing to train high school juniors or seniors in your firm?_____

10. Would you be interested in employing persons who have received this training?_____

11. Do you feel there is a need for this kind of program in our area?
    _____

12. Is there opportunity for advancement within your firm?_____

13. What types of jobs exist in your firm?

_____Bridal Consultant	_____Food Service Employee
_____Child Care Aide	_____Home Furnishings Aide
_____Clothing Assistant	_____Housekeeping Management Assistant
_____Companion to Elderly	_____Millinery Aide
_____Dietitian Aide	_____Tester of Equipment
_____Fabric Coordinator	_____Tester of Foods
_____Floral Designer	_____Tester of Textiles
_____Food Caterer	_____Other

Figure 1

VII. ADVISORY COMMITTEE

The success of any cooperative education program depends upon a close relationship between the school and employers of the community. The involvement of members of the community with the program is vital for the program's success. One way of involving community members is to establish a local advisory committee. The Guide for Public Schools in Planning Programs of Vocational Education for In-School Students, Texas Education Agency, September, 1968, provides for the establishment of such committees in communities operating cooperative programs.

It is suggested that the advisory committee be organized in the initial stages of the program. The teacher-coordinator may have identified possible committee members as the initial visits were made to employers. The school principal and superintendent may also be able to recommend possible committee members. Once the members of the committee have been decided upon, they should be approved by the superintendent and the letter of appointment should be signed by him. The letter of appointment should explain the functions and define the term of service for committee members. A suggested letter of this type has been included in Figure 2, page 14.

The committee may be composed of five to seven members who will usually serve for one to two years. One to two year terms for committee members provides an opportunity for more citizens of the community to become acquainted with the program. A rotation plan for the addition of new advisory committee members may be used.

The advisory committee has no administrative function, but it is expected to make constructive recommendations for the improvement of the program and to help carry out these recommendations when requested to do so by the teacher-coordinator or other school officials. One of the major purposes of an advisory committee is to aid in the planning of a sound course of occupational education which is related to the needs of the community. Some of the suggested duties of an advisory committee are to:

1. Aid in publicizing and promoting the program in the community
2. Identify areas into which cooperative home economics can expand
3. Help to determine criteria for the selection of training stations
4. Review training plans
5. Sign all training plans (chairman)
6. Recommend a minimum wage for the purpose of preventing exploitation of students
7. Provide supplementary instructional materials when available

8. Assist with the evaluation of the program

9. Advise as needed in relation to program objectives, course content, and the competencies expected in the occupations for which the training is being offered

10. Advise on criteria for the selection or recruitment of trainees

11. Help obtain information regarding job opportunities in the occupational areas included in the cooperative program

Membership on the committee should include representatives from:

Management -- These members could be managers or owners of businesses who are prominent in civic affairs. Some factors to consider when selecting these persons are their close relationship to the fields of employment represented and their participation and interest in school affairs and educational matters. Their contributions to the committee can be to provide information on (1) the need for trained employees and (2) the expectations of employers in regard to the jobs in their businesses.

Training Sponsors -- In some situations the training sponsors may be employees rather than managers or owners of the business. Regardless of their position, it is suggested that at least one or two training sponsors be included on the committee. Their contribution is similar to that of the manager.

School Administration -- This may be the superintendent, principal, or vocational director. This committee member can help in interpreting the educational objectives and policies of the program.

Members of the Public -- These may include homemakers and/or other persons in business or professions. One of their contributions can be to identify services homemakers desire and are willing to pay for as well as to identify jobs as assistants to professionals for which training may be provided. People associated with recognized youth organizations would be another possibility for committee membership.

The Employment Service -- This committee member, if available in the community, can give information from previous occupational analyses and can help suggest procedures for determining aptitudes for employment and interests in occupational fields.

Organization of Committees

Each committee should have a chairman and a secretary selected from the group by its own members. Meetings are to be called by the chairman at the suggestion of the teacher-coordinator. Meetings should be held periodically, but not more often than is necessary. It must be remembered that advisory committee members donate their time and effort to aid the school, and the imposition of unnecessary requests for assistance is unwise. Clear-cut agendas following a definite purpose for every committee meeting should be

planned. Meetings called merely for the sake of meeting are likely to result in a loss of interest and an eventual loss of the committee members. It is important that meetings begin and end on time. A copy of the minutes of each meeting should be sent to all committee members. The superintendent should be kept fully informed as to the proceedings of all meetings.

LETTER OF INVITATION TO ADVISORY COMMITTEE MEMBER

August 10, 19__

Dear _____

The (Name of School System) Public Schools would like to extend an invitation to you to participate as an advisory committee member for the (Name of High School) Home Economics Cooperative Education program for the (Date) school year.

The functions of the advisory committee are to make constructive recommendations for the improvement of the program and to serve in other advisory capacities as needed. The committee will function under the guidance of (Teacher-Coordinator's Name), teacher-coordinator for the Home Economics Cooperative Education program, and will meet a minimum number of times throughout the year.

Would you please notify us within the next week as to your decision concerning this opportunity? Your participation as a member of the committee would be a service both to the school and the community.

Sincerely yours,

_____
(Superintendent of Schools)

Figure 2

VIII. CLASSROOM FACILITIES, EQUIPMENT, AND SUPPLIES

A standard classroom which contains sufficient floor space to accommodate the group of students enrolled is to be provided for the Home Economics Cooperative Education program. The classroom should contain a desk for the teacher-coordinator and sufficient tables and chairs to allow room for students to work individually. A filing cabinet for the teacher; a bulletin board and chalk board; a compartment cabinet for journals, pamphlets, library books, and leaflets which are used as instructional materials; a bookcase with a lock for reference books; a typewriter; and storage for students' notebooks are necessary pieces of equipment. Convenient access to a telephone is essential. A library of instructional materials, such as reference books, manuals, bulletins, and courses of study for each occupation in which training is offered, must be furnished by the school.

The effectiveness of the program is closely correlated with the opportunities the students have to study instructional materials related to their own occupations. The budget for supplies and instructional materials must be sufficient to meet the needs of the program. It is essential that the school administrator set aside an adequate fund each year for the purchase of supplies and instructional materials. A minimum of fifteen dollars per student shall be provided by the school for operation of the Home Economics Cooperative Education program for the first year. For each succeeding year of the program, ten dollars per student shall be provided by the school for operational purposes. These funds are to be used to purchase:

1. Courses of Study in occupational areas when available
2. Stationery, envelopes, and stamps
3. Books and other reference materials related to general topics to be used by the entire class
4. Books and other reference materials in the occupational areas in which students are training
5. Magazines, audio-visual materials, and other teaching aids related to the occupational areas
6. File folders and other items as needed

Provision should also be made for the repair and maintenance of equipment in the room.

The manner in which a teacher-coordinator collects and files the materials used in operating the program reflects, to a certain extent, the efficiency of the teacher-coordinator. It is recommended that the teacher-coordinator have at least four file drawers available for use. On the following page is a suggested list of contents for each file drawer.

FIRST DRAWER

A. Folders for Active Students

B. Folders for Inactive Students

Each student's folder should contain the following forms:

1. Application for Admittance in Cooperative Education Program
2. Permanent Record Card
3. Cooperative Training Plan
4. Employer's Periodic Ratings
5. Student's Daily Reports
6. Student's Weekly Report
7. Student's Periodic Report
8. Student's Yearly Wage and Hour Report
9. Other personal data

SECOND DRAWER

The second file drawer should contain materials used by the teacher-coordinator, and should have file guides bearing the following suggested headings:

1. Advisory Committee
2. Bibliographies
3. Bulletins (memos)
4. Catalogs
5. Coordination Reports
6. Correspondence
7. Follow-up Reports
8. Group Discussions
9. Handbooks and Manuals
10. Instructional Material Lists
11. Inventories
12. Labor Laws
13. News Letters
14. Organization Reports
15. Prospective Lists (Students; Employers)
16. Publicity
17. State Plan
18. Surveys
19. Teaching Aids

THIRD DRAWER

The third file drawer should contain folders for the courses of study used in the related classes. Daily assignments are selected from these folders and distributed to the students by the teacher-coordinator. Assignment sheets completed by the students should be returned to the proper place each day.

FOURTH DRAWER

The fourth file drawer is reserved for Future Homemakers of America materials.

IX. STUDENT SELECTION

One of the most important factors in the success of a cooperative education program is the quality of students selected to enter training. This does not mean to imply that all students must be "A" or "B" students, but it does mean that they should possess the aptitudes and qualifications necessary for success in a given occupational area.

Eligibility of Students

High school students sixteen years of age or older who are classified as juniors or seniors are eligible to enter the program. One reason for enrolling junior students is that this gives them the advantages of a two-year training program. Applicants may or may not be employed at the time they are admitted to the program. Since, in some instances, the work may be strenuous, students who have physical defects or serious weaknesses should be carefully screened before entering certain occupational areas.

Factors to Consider When Selecting Students

Careful consideration by the teacher-coordinator of the personal characteristics listed below is recommended when selecting students for a Home Economics Cooperative Education program:

1. Interest in receiving training
2. Physical suitability
3. Disciplinary record
4. School attendance records
5. Hobbies
6. Past work experience
7. Personality characteristics:
   a) punctuality
   b) honesty
   c) loyalty
   d) alertness
   e) accuracy
   f) perseverance
   g) cooperation
   h) initiative
   i) sincerity
   j) willingness to work
8. Recommendations
9. Past employers' opinions

10. Other school activities

11. Personal appearance

12. Grades in high school

Students who wish to develop skill in a vocation early and who need and can profit by the training should be accepted in the program. Those who are interested only in "spending money", want to leave school early, expect to be able to participate in many extracurricular activities, or are emotionally unstable or immature should not, ordinarily, be accepted for the training program.

Contacting Students

Although spring recruitment is more desirable than late summer, teachers who are beginning a program may have no alternative. One way of contacting students would be to examine student record cards and mail a letter and interview schedule to all eligible students. (See Figure 3). From these forms, the list can be narrowed to those who are interested and who can then be scheduled for personal interviews. Application blanks asking for the following information can be given to the students prior to the interview:

1. Occupation desired
2. Reason for choice
3. Possible training stations
4. Résumé of school credits
5. Four references
6. Signature of parent
7. Signature of student
8. Agreement to join Future Homemakers of America

An example of an Application Form and Acceptance and Placement Policies will be found in Figures 4 and 5, pages 23 through 28. Before using this application form, the list of occupations on the third page of the form should be checked and any not available in a particular city deleted. These forms will be helpful when working with prospective students and should be placed in individual students' folders as students become active in the Home Economics Cooperative Education program.

Securing Recommendations

Student rating sheets should then be sent to the teachers the students listed as references on the application blank. A suggested form which can be used is shown in Figure 6. Some of the qualifications of applicants are difficult to obtain through personal interviews with the students and from application forms. Information about attitudes, character, and ability to get along with others in a working situation can be obtained from interviews with former teachers, principals, and/or employers.

As the final decisions are being made, some reasons for rejecting students may be:

1. Poor physical condition

2. Low moral standards

3. Poor school reputation

4. Poor background

5. Not primarily interested

Schedules of students who have been selected for the cooperative program should be checked to see that they will be able to graduate with their class. It is especially important that required courses be checked since students work three hours a day and scheduling may be difficult. Some schools permit cooperative students to register before various sections are filled.

LETTER TO STUDENTS

Date_____

Dear_____

A new program of Home Economics Cooperative Education has recently been added to the list of high school subjects. In this program the student will be employed a minimum of fifteen hours a week in a place of business in the city. The student will spend half of each day in the study of regular high school subjects including a special class related to occupational education. In addition to receiving practical work experiences, the student will be paid for work performed while acquiring training in an occupation of his choice.

This is primarily a two-year course for which a student may achieve two credits per year. This plan enables the student to prepare himself for full time employment and at the same time satisfy graduation requirements. Training in approximately thirteen occupations will be available this year. In general, choices may be made from the following types of occupations: bridal consultant, child care aide, companion to elderly, clothing assistant, dietitian aide, fabric coordinator, floral designer, food caterer, food service employee, home furnishings aide, housekeeping management assistant, millinery aide, and tester of foods, equipment, or textiles. The occupation selected by a student will depend upon his interests and abilities.

If you are interested in obtaining further information regarding the program, you may contact (Teacher-Coordinator) at the (Name of High School) any morning during the week of (Date) from (Time). If it is not possible for you to come in person, you may mail the attached blank to (Teacher-Coordinator) at the (Name of High School).

Sincerely yours,

(Name of Principal)

Figure 3

Page 2

Name _____ Age _____

Address _____ Phone _____

Occupation in which you are interested _____

_____

Are you working now? _____

If so, where? _____

Return to: (Teacher-Coordinator's name)

(Address) _____

_____

Figure 3 (continued)

APPLICATION FORM

Attach a recent photograph in this blank

APPLICATION FOR ENROLLMENT

HOME ECONOMICS COOPERATIVE EDUCATION

Name _____ Classification _____

Phone _____ Birth Date _____

Age _____ Weight _____ Height _____

Application Date _____

Home Room Teacher _____ Home Room Number _____

Father's Name _____ Mother's Name _____

Address _____

Occupation of Father _____ Firm _____

Occupation of Mother _____ Firm _____

Are you the only child at home? _____

Names and ages of brothers and sisters _____

_____

_____

_____

Do you get along well with your parents? _____ Explain _____

_____

Do you live with both parents? _____ Who do you live with if you do not live with your parents? _____

_____

Do you have any physical disabilities? _____ If so, what? _____

_____

Figure 4

(Note: Physical disabilities include asthma, diabetes, epilepsy, fainting spells, poor hearing, weak eyes, or others. These disabilities can be very hazardous on many jobs. Please be very accurate in answering this question.)

Are you married or single? Single_____Married_____

If married, since when?_____Any children?_____

Are you engaged to be married? Yes_____No_____
If so, to whom?_____

Do you plan on getting married before finishing high school?
Yes_____No_____If so, when?_____

What is your opinion of marriage for students before they finish high school?_____
_____
_____

What required subjects do you lack for graduation?

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

Do you plan to go to college? Yes_____No_____

If you go to college, will you need to work to pay part or all of your expenses? None_____Part_____All_____

What are your activity interests? (Hobbies, organizations, sports, extracurricular)

_____ _____ _____

How did you become interested in this program? Why do you want to enroll in this program?_____
_____
_____
_____

Have you ever been suspended from school? Yes_____No_____ If so, when and for what reason?_____
_____

What arrangements will you have available for transportation to and from interviews and to and from work?
Public Bus_____ Car Pool_____ Family Car_____ Own Car_____

Figure 4 (continued)

Will you agree to get the approval of your coordinator before quitting a job or changing training stations? Yes_____No_____

Will you agree to give your employer a full two weeks' notice before quitting your job under any circumstances, unless your coordinator approves a shorter notice? Yes_____No_____

Will you be willing and able to attend and participate in Future Homemakers of America activities as a part of this course? Yes_____No_____.

Are you willing to pay Future Homemakers of America dues? Yes_____ No_____

The occupations for which training will be available are listed below. Please indicate your three occupational choices: Put the figure 1 before your first choice, 2 before your second choice, and 3 before your third choice.

___Bridal Consultant (assist with making selections and arrangements for weddings)

___Child Care Aide (assist in the care of young children in establishments meeting minimum standards for licensing child care centers)

___Companion to Elderly (assist with personal grooming, care, and activity of elderly person)

___Clothing Assistant (alter, clean, press, repair, and construct garments)

___Dietitian Aide (work under the direction of a dietitian in a hospital or home for elderly citizens)

___Fabric Coordinator (assist with selection and combinations of fabrics and notions)

___Floral Designer (assist with flower arrangement and other responsibilities of a florist)

___Food Caterer (assist in preparing and catering of food)

___Food Service Employee (assist in preparing and serving foods)

___Home Furnishings Aide (help in the construction of draperies and/or accessories for the home)

___Housekeeping Management Assistant (performance of household duties in home or business)

___Millinery Aide (assist in making hats and other accessories)

___Tester of Foods, Equipment, or Textiles (assist in testing under the direction of a professional worker)

School subjects you like most_____

_____

What homemaking courses are you taking now?_____

_____

What homemaking courses will you take next Fall?_____

_____

Figure 4 (continued)

Please check the homemaking courses listed below which you have taken and give the names of the teachers who taught the courses.

Homemaking I_____
Homemaking II_____
Homemaking III_____
Homemaking IV_____
Summer Projects_____

Child Development_____
Home Nursing_____
Home and Family Living_____
Home Management_____
Home Furnishings_____
Consumer Education_____

Is there any particular shop or place of business where you prefer to work? If so, give the name of place and employer:

Firm_____ Location_____

Manager_____ Phone_____

Are you now working?_____ Firm_____

Previous Employment	Location	Manager

Class Schedule

Period	Course	Room No.	Teacher
HR			
1			
2			
3			
4			
5			
6			

Will you be ready to interview prospective employers and to begin work by the middle of next August? Yes___No___. If not, why? And when will you be ready?

Have you discussed the advisability of your enrolling in this program with your parents or guardian? Yes___No___

Figure 4 (continued)

List the names of four teacher references. (Major subject teachers only.) Homeroom teacher reference is not acceptable.

_____

_____

_____

_____

Approved:_____ Signed:_____
(Parent or Guardian) (Student)

Figure 4 (continued)

ACCEPTANCE AND PLACEMENT POLICIES

The very nature of the Cooperative Home Economics Education program makes it necessary for students to possess certain qualifications. The following statement of the principles concerning the necessary qualification is made in an effort to inform students so they will receive the intended vocational benefit from the course.

ATTENDANCE -- All students are employed in some occupation. The businesses that employ students must make adjustments in schedules to provide training stations. This makes it necessary that the student have a good attendance record and continue in regular attendance.

GRADES -- Students may not have a period for study hall in their schedules. Therefore, they will have to budget their time so they can study. Students who make good grades will be more able to make this necessary adjustment.

CITIZENSHIP -- When students are employed they represent the business, the school, their family, and themselves. Employers want good citizens. Only students with excellent citizenship records should represent the school to the businesses.

EMPLOYABLE -- All students must be recommended to the employer by the coordinator. A professional recommendation of this type can only be made when the coordinator believes that the student has the necessary qualifications for a specific job in a specific business. Since the coordinator's responsibility is to place the right student in the right training station, it is necessary for her to use every means at her disposal so that the student may receive the maximum benefit from the course.

Do you understand that acceptance into the course depends upon placement in an approved training station?_____Have you read the "ACCEPTANCE AND PLACEMENT POLICIES" above?_____

_____ _____

Your Signature Date

_____

Signature of Parent or Guardian

Figure 5

Students' Rating Sheet[1]

Date_____

Dear _____

(Student's Name) has made application for admittance into the Home Economics Cooperative Education program. Your evaluation of the rating of this student in relation to the following characteristics will be greatly appreciated.

Rating: E - Excellent; G - Good; F - Fair; P - Poor

	E	G	F	P
Honesty				
Dependability				
Willingness to work				
Capacity to do work				
Quality of work				
Attitude toward school				
Personal appearance				

Signed: _____

Figure 6

[1]Adapted from: Industrial Cooperative Training Handbook, College Station, Texas: Texas A & M University. Page 21.

X. SELECTION OF TRAINING STATIONS

A training station is defined as the business establishment which employs a Home Economics Cooperative Education student and provides him with supervised work experience in accordance with a written training agreement or plan. The employer is the person associated with the training station who hires the student, approves his training plan, and supervises his on-the-job training. In some situations the supervision of the student is handled by another employee. This employee then becomes the training sponsor and is the one with whom the teacher meets to discuss the student's program and plan his related class experiences. The training sponsor must be in a position to supervise the student in order for the work experience to be a continuous learning process.

Not all business establishments are equally suitable for use as training stations. One of the most important factors to consider is the attitude of the employer and his employees toward the cooperative education program. The employer must understand that the purpose of the cooperative education program is to provide a learning situation for the student; therefore, the student will need to be moved from one occupational process to another as the ability necessary to perform a process is achieved.

Some additional factors to consider when selecting the training station are:

1. The respectability and reputation of the employer
2. Competence of employees
3. Standards of workmanship
4. Adequacy and appropriateness of equipment
5. Volume of business
6. Policies of the company toward occupational training
7. Existing employer-employee relationships

The employer should be able to provide part-time training throughout the school year for the number of students he agrees to take. The work situation should allow for the rotation of students from one task to another as they become proficient in a particular area. The wages paid to the student should be comparable with those paid by other firms in the community to beginning employees in the same occupation.

The training station should be clean and free of hazards. When possible, a location near the school or one easily reached from the school is desirable. The selection of training stations in undesirable sections of the community should be avoided. Other factors to consider when selecting the training stations are suitability of working conditions for high school students, hours of work, opportunities for learning and advancement, and availability of instructional materials for the occupational area.

There are also state regulations to consider in regard to the employment of minors. An example is that the state prohibits the employment of minors in places of business located in the same building with or adjacent to a place where alcoholic beverages are sold. The teacher-coordinator should obtain the approval of the Area Consultant before placement of a student in businesses which may be questionable.

A method of finding qualified training stations is to analyze the information collected during the community survey through discussions with the members of the advisory committee. Prior to making the initial call on the potential employer, it is suggested that the teacher-coordinator obtain the name of the manager or personnel director and talk with him directly. When making the initial call upon the employer, some of the following advantages of participating in the program might be discussed:

1. Makes possible better trained employees

2. Provides both a present and future source of employees

3. Gives the employer the opportunity to take an active part in the school program

4. Enables school to give employers better returns on their tax money

5. Helps to provide employees for expansion of the business

6. Increases trainee efficiency and alertness to have counsel and cooperation of the coordinating teacher

7. Insures an interested worker, since the occupation was chosen by the trainee and was not a chance decision

8. Helps fill the need for trained men and women in the business

9. Provides source of trained employees during peak periods or when regular employees are sick or on vacation

10. Keeps some of the young people in the community which contributes to better community life

11. Increases efficiency of training sponsors (regular employees)
    a. Trainee takes some routine work from them, which allows training sponsor more time for more complicated tasks
    b. Training sponsor is complimented for her/his responsibility and job performance

12. Compliments employer in that his business is considered a desirable occupation for trainees to enter

SUGGESTIONS: This information could be condensed into a letter to be left with the prospective employer or made into a flip chart to be used on the initial visit. Additional information to be left with the prospective

employer might be the student regulation form, a training plan, and a student evaluation form.

It is important that the employer have a clear understanding of the co-operative education program. He needs to be aware that during class time the student will study topics relevant to the job for which he is being trained as well as more general information related to employer-employee relationships, job ethics, personality development, job morale, personal care and hygiene, and characteristics of successful employees in the occupation for which he is training. It is also the responsibility of the teacher-coordinator to help the employer see the advantages of rotating the student at reasonable intervals of time so the training period will be a continuous learning situation for the student.

XI. PLACEMENT OF STUDENTS

There are two factors involved in the placement of students. One is the selection of a particular student by the employer and the second is working out the conditions and plan under which the student is to be trained.

On the basis of the initial interview with the employer, the teacher-coordinator can determine, to some extent, what he looks for in his employees. The teacher-coordinator can then select the students which she believes might be acceptable to the employer and give him some background data on them. An interview time can be arranged and several students sent to him for interviews. More students than he has agreed to take should be sent to be interviewed. After the interviews have been completed, the teacher-coordinator should arrange for a time to meet with the employer to discuss his decision before the students are notified of his selection. Additional interviews will need to be arranged for the students not selected by the first employer. These interviews should still be in the occupation in which the student has expressed interest.

Since this may be a students' first job, a list of regulations regarding job ethics and school policies may need to be given to the student. The agreement must be understood by the teacher-coordinator, the student, the school principal, the employer, and the student's parent or guardian before enrollment is processed. The regulation form found in Figure 7, or a similar one, may be used by the teacher-coordinator provided there is agreement between the form and local school policies.

REGULATION FORM

_____HIGH SCHOOL_____INDEPENDENT SCHOOL DISTRICT

Regulations for Students of Home Economics Cooperative Education

1. Home Economics Cooperative Education students who fail to perform satisfactorily during any six or nine-week period may be placed on probation. On second offense they may be asked to resign.

2. A student suspended from school is placed on probation. On second offense he/she may be dropped from the Home Economics Cooperative program.

3. A student may be placed on probation after five consecutive days of absence. On second offense the student may be dropped from the program except in cases of illness of self or family member or death in the family.

4. Any student losing his/her training station due to the student's fault may be placed on probation.

5. Students whose jobs are terminated for any reason are to report to the teacher-coordinator immediately.

6. A student not in attendance during the time of regular school classes and the related Home Economics Cooperative class, except for excused absences, cannot work at his training station.

7. In case of absence, the student is required to call the Home Economics teacher-coordinator and his/her employer before class or working period.

8. Personal telephone calls on the job are discouraged.

9. Students not at work must stay in the study hall, or in a place designated by the teacher-coordinator.

10. Friends or family are not to visit the students on their jobs.

11. Students are to be on time at school as well as on the job.

12. Parents should understand the student's responsibility to the training station and should not take him/her from work for visits or otherwise interfere with the performance of his/her duties.

13. Business rules for dress and personal hygiene will be observed.

14. Since training is the primary objective, students are expected to remain with the training station to which they have been assigned.

Figure 7

Students may resign or change jobs only with the express permission of their teacher-coordinator.

15. Future Homemakers of America is an important part of a student's vocational training. All students are, therefore, expected to participate in, and actively support, the Future Homemakers of America chapter related to this program.

16. When Home Economics Cooperative Education students honor their employers with an employer-employee banquet, reception, or tea all students are expected to attend with their employers as their guests.

17. Students are placed on the job to train and are under the supervision of both the teacher-coordinator and business supervisor where they are employed.

18. Students must abide by all school rules and regulations for other school students and consider themselves under the jurisdiction of the school while in the training station.

I have read the foregoing rules for Home Economics Cooperative Education students and agree to follow them to the best of my ability.

_____ _____

Parent or Guardian Student

_____

Date

Figure 7 (continued)

XII. REPORTS

The following kinds of reports will be prepared by the teacher-coordinators of Home Economics Cooperative Education programs:

1. Monthly Travel Reports - VOC-030
2. Program Plan for Semester - VHM-001
3. Organization Report - VOC-042
4. Training Plan - VOC-044, See Chapter XIII, pages 44 through 46
5. Closing Report - VOC-043
6. Follow-up Report of Enrollees in Home Economics Cooperative Education

A calendar showing the dates reports are due is given below:

Date	Name of Report	To Whom Sent	Number of Copies to be sent
Monthly	VOC-030, Monthly Travel Report for Teachers and Coordinators of Vocational Education	Local School Administrators	1
September 20	VOC-042, Organization Report, Cooperative Part-time Training	Area Consultant	3
Two Weeks After Student Is Placed in Employment	VOC-044, Cooperative Training Plan	Area Consultant	4 (for each student)
October 1	VHM-001, Program Plan for Semester (First)	Area Consultant	2
February 15	VHM-001, Program Plan for Semester (Second)	Area Consultant	2
Closing of School	VOC-043, Closing Report, Cooperative Part-time Training	Area Consultant	3
October 1 or Date Requested	Follow-up of Enrollees in Home Economics Cooperative Education	Chief Consultant, State Office	2

Some suggestions for preparing report forms are as follows:

A. Report forms should be filled out correctly and completely

B. Report forms should be typed neatly and correctly

C. Signatures on report forms should be in ink

D. Report forms should be mailed to reach destination before deadline date

Suggestions for preparing the Organization Report VOC-042, are given in Figure 8, pages 38 and 39. An example of an Organization Report is shown in Figure 9, page 40.

Suggestions for preparing the Closing Report, VOC-043, are given in Figure 10, pages 41 and 42. An example of a Closing Report is shown in Figure 11, page 43.

SUGGESTIONS FOR PREPARING THE ORGANIZATION REPORT

1. Three typed copies of this report are due in the area office not later than two weeks after the opening date of the class in September.

2. Separate forms must be prepared for each section or class conducted.

3. Suggestions for preparing the Organization Report form:

   A. Program -- Home Economics Cooperative Education

   B. City -- Name of town

   C. School -- Name of high school offering program

   D. Time of Day Related Class Meets -- Exact time class starts to exact time class ends, as: 8:10 a.m. to 9:05 a.m.

   E. Total Hours per Week -- Must be at least 5 hours

   F. Starting Date of Class -- Official starting date of the school year in September

   G. Planned Closing Date -- Last day of school

   H. Length of Course in Weeks -- Most school years are of 36 weeks duration

   I. Total Starting Enrollment -- Male _____ Female _____ -- Total of all names listed on report

   J. Name of Teacher-Coordinator -- Name of teacher. Married women should use professional name; example: Mrs. Ruth Duncan rather than Mrs. Charles Duncan.

   K. Name of Student, M or F, Grade, Age, Occupation, Employer -- The listing of students by name is for statistical purposes. The listing of grade, age, occupation, and employer is for auditing purposes. The State Board of Education has to make certain guarantees to the United States Office of Education regarding the age, sex, and training status of each student, and this information is based on that supplied by operating schools. The names of the students should be alphabetized, surname first, followed by first name, and middle initial. No nicknames should be used. The official name as it appears on school records is needed. In the event a girl marries during the school year the same name must appear on all records as used on organizational reports. In the event both boys and girls are enrolled in the class, list boys in one group and follow with names of girls in the class. Students must be in eleventh or twelfth grade. Students must be 16 years of age

Figure 8

at the time school starts. Occupation student is training for must be an approved one. Use occupation titles as listed on page 4. Employer is the name of the business or individual employing the student. Students attending class who are not employed at the time of reporting may be listed if employment in near future is reasonably certain. In this case, the column "Employer" should be left blank and proper entry can be made after student is placed.

NOTE: The "Guide for Public Schools in Planning Programs of Vocational Education For In-School Students" states, on page 35, "Students enrolled in the program must be employed at the time of entrance into the program, or, not later than two weeks after this date."

Within two weeks after the student has been employed, the information regarding Occupation and Employer should be sent to the area consultant.

L. Advisory Committee -- Names, organizations or business, and official positions should be filled in completely.

M. Date -- Date reports will be mailed

N. Approved -- Reports may be signed by the superintendent of schools or local vocational director. The last line is for the signature of the State Director, Division of Homemaking Education and should be left blank.

4. The pink copy of the Organization Report will be returned to the local teacher-coordinator after being reviewed and approved by the area consultant.

A sample copy of a completed Organization Report will be found on the following page.

Figure 8 (continued)

EXAMPLE - ORGANIZATION REPORT - VOC-042

TEXAS EDUCATION AGENCY
Vocational Education Division
Austin, Texas

ORGANIZATION REPORT

COOPERATIVE PART TIME TRAINING

Program Home Economics Cooperative Education

County: Blank
City: Blank School: Blank High School

Time of Day Related Class Meets: 8:10 a.m. to 9:05 a.m. Total Hours per Week 5

Starting date of class: September 3, 19__ Planned closing date: May 28, 19__

Length of course in Weeks: 36 Total Starting Enrollment: Male 3 Female 10

Name of Teacher-Coordinator: Mrs. Ruth Duncan

Semester: 1st _____ 2nd _____

NAME OF STUDENT	M or F	Grade	Age	Occupation	Employer
Boys					
1. Brown, Don A.	M	11	17	Food Service	Circle Inn Restaurant
2. Fall, Edward B.	M	12	18	HomeFurnishingsAide	Sherman's Home Furnishings
3. Lawson, Louis F.	M	12	19	Tester of Foods	Shore Processing Company
4. Girls					
5. 1. Allen, Mary J.	F	12	18	Child Care Aide	Brook's Day Nursery
6. 2. Blakey, Donna S.	F	11	16	Motel Aide	Circle Inn Motel
7. 3. Dunn, Shirley L.	F	11	17	Dietitian Aide	Hillcrest Hospital
8. 4. Ellison, Betty L.	F	12	18	Floral Designer	Blank City Florist
9. 5. Gray, Jo Ann	F	11	17	Companion toElderly	Sunshine Nursing Home
10. 6. Jones, Harriet J.	F	12	19	Clothing Assistant	Rawl's Ready to Wear
11. 7. Lawson, Diane B.	F	11	18	Clothing Assistant	Grand Cleaners
12. 8. Murphy, Vickie L. (NMI)[1]	F	11	17	Food Service	Golden Cafeteria
13. 9. Stephens, Claudia B.	F	12	18	Dietitian Aide	Northeast General Hospital
14. 10. White, Linda J.[2]	F	11	16		
15.					
16.					
17.					
18.					
19.					
20. [1]NMI - No Middle Initial					
21. [2]Student unemployed at present time - training plan must follow two weeks after					
22. employment					
23.					
24.					

ADVISORY COMMITTEE

NAMES	Organization or Business Represented	Official Position
Joiner, Mrs. Dorothy	Utility Company	Home Economist
Duncan, Mrs. M. C.	Northeast General Hospital	Dietitian
Whatley, Mrs. C. G.	Brook's Day Nursery	Owner
Smith, Mrs. Ann	Rawl's Ready to Wear	Manager--Owner
Cantrell, Mrs. A. B.	Circle Inn Motel	Manager
Banks, Mr. Jack R.	Chamber of Commerce	President
Pearson, Mr. R. N.	Blank Independent School District	Superintendent

Date: September 10, 19__ Approved: R. N. Pearson
Local Superintendent or Director
(Leave blank for signature of State Director, Homemaking Education)
Vocational Division Director

TEA-6-66-4M-2033-B-995 VOC-042

Figure 9

SUGGESTIONS FOR PREPARING CLOSING REPORT

1. Three typed copies of this report are due in the area office at the end of the school year.

2. Separate forms must be prepared for each related class conducted.

3. The information requested on the heading of this report is essentially the same as that on the Organization Report. Please refer to the materials on the Organization Report, pages 38 to 40, for this information.

4. Additional suggestions for preparing the Closing Report form:

   A. Students in Class When Report is Made -- All students enrolled in the cooperative program at the time the Closing Report is made should be listed alphabetically with the boys and girls listed separately as on the Organization Report. Each student's name should be listed in exactly the same way as it appears on the Organization Report.

      Students who have dropped from the program during the semester will not be listed in this column.

   B. Total Hours on Job -- This information is obtained from the total of the hours, Monday through Friday, per week of on-the-job experience as listed on the student's Weekly Reports for the entire school year. Note--The student may earn two credits upon satisfactorily completing 175 clock hours of related classroom instruction and 525 hours of supervised work experience per school year.[1]

   C. Total Hours in Class -- This information is obtained from the official class register. Note statement in B above for minimum requirements.

   D. Students Enrolled Since Organization Report -- These students may have entered the program after the Organization Report was prepared or they may have transferred from another Home Economics Cooperative Education program. The same procedure for listing of names should be followed as described for the Organization Report on pages 38 to 40. Students who entered the class late and dropped out before the end of the semester should also be listed in this column and indicated with "Dropped".

   E. For Reporting Period
      Item 1 -- Total cumulative enrollment:
      Male _____ Female _____
      This cumulative total should include all

[1]Guide for Public Schools in Planning Programs of Vocational Educational for In-School Students -- Page 37.

Figure 10

students who entered the class during the school year, including those who entered late or dropped the course.

Item 2 -- Total hours class met--This is the total number of hours recorded in the official class register.

Items 3, 4, 5, 6, and 7 -- These items summarized the non-classroom and the coordination activities of the teacher-coordinator for the year. These items--3 through 7--pertain to all of the related classes combined and may be omitted from all but one of the Closing Reports prepared by the teacher-coordinator. "See other report" may be typed on the other copies of the Closing Report provided more than one class of Home Economics Cooperative Education is being taught.

F. Date -- Date reports will be mailed.

G. Signatures

Coordinator -- This is for the signature of the local teacher-coordinator.

Local Director or Superintendent -- This may be signed by the local director of vocational education or superintendent of school district.

Vocational Division Director -- This line is for the signature of the State Director, Division of Homemaking Education, and should be left blank.

5. The pink copy of the Closing Report will be returned to the local teacher-coordinator after being reviewed and approved by the area consultant.

Figure 10 (continued)

EXAMPLE - CLOSING REPORT - VOC-043

TEXAS EDUCATION AGENCY
Vocational Education Division
Austin, Texas

CLOSING REPORT

COOPERATIVE PART TIME TRAINING

Program Home Economics Cooperative Education

County: Blank
City: Blank School: Blank High School

Date Class Started: September 3, 19__ Date Class Closed: May 28, 19__

Time of Day Related Class Met: 8:10 a.m. to 9:05 a.m. Total Hrs. per Week 5

Name of Coordinator: Mrs. Ruth Duncan

Semester: 1st _____ 2nd _____

Students in Class When Report is Made	Total Hours On Job	Total Hours In Class	Students in Class When Report is Made	Total Hours On Job	Total Hours In Class
Boys					
1. Brown, Don A.	530	175	13. 9. Swann, Nancy A.	460	150
2. Fall, Edward B.	526	175	14. 10. White, Linda (NMI)	525	175
3. Owens, Jerry	465	155	15. 11. Williams, Ann M.	405	120
4. Girls			16.		
5. 1. Allen, Mary J.	525	174	17.		
6. 2. Blakey, Donna S.	540	175	18.		
7. 3. Dunn, Shirley L.	536	170	19.		
8. 4. Ellison, Betty L.	525	175	20.		
9. 5. Gray, Jo Ann	528	175	21.		
10. 6. Jones, Harriet J.	540	175	22.		
11. 7. Murphy, Vickie L.	525	174	23.		
12. 8. Stephens, Claudia B.	525	170	24.		

STUDENTS ENROLLED SINCE ORGANIZATION REPORT

Name of Student	Date Entered	Grade	Age	M or F	Occupation	Employer
Boys						
1. *Green, John G.	9/29/__	12	18	M	Food Caterer	Roy's Caterers
2. Owens, Jerry B.	9/30/__	11	16	M	Food Service	Golden Cafeteria
3. Girls						
4. Swann, Nancy A.	10/ 5/__	12	18	F	Dietitian Aide	Hillcrest Hospital
5. Williams, Ann M.	11/ 2/__	11	17	F	Child Care Aide	Brook's Day Nursery
6.						
7.						
8.						
9.						
10. *Withdrew 4/20/__						

FOR REPORTING PERIOD

(1) Total cumulative enrollment: Male 4 Female 12
(2) Total hours class met 175
(3) Number of calls on parents of pupils 24
(4) Number of contacts with employers 251
(5) Number of advisory committee meetings 4
(6) Total hours spent in coordination 425
(7) Number of meetings with employer and employee organizations or groups 5

Date: May 30, 19__ Signed: Mrs. Ruth Duncan
Coordinator

R. N. Pearson
Local Director or Superintendent

(Leave blank for signature of State Vocational Division Director
Director of Homemaking Education)

TEA-6-66-4M-2034-B-996 VOC-043

Figure 11

XIII. TRAINING PLANS

One of the characteristics of cooperative education programs is that they are centered around an organized plan, called the Training Plan (VOC-044). This plan is worked out by the employer and teacher-coordinator before or soon after the student is placed. The training plan serves as a guide to both the employer and teacher-coordinator in planning the work experiences and related classroom experiences for the student. It gives the teacher an opportunity to review the responsibilities of the employer as the plan is developed. It also helps to establish the fact that cooperative education classes are designed as training programs and are not just a means of providing students with part-time jobs. The training plan also provides a record of the student's progress on the job and in the related class studies.

Two visits with the training sponsor may be necessary for the completion of the training plan. During the first conference the purpose of the training plan should be explained and the following major points discussed:

(1) Work Experiences to be Provided -- A list of the tasks or work experiences which the student may be expected to perform should be developed. These tasks may be listed (1) in order of difficulty, from easiest to most difficult, (2) according to the type of work done in occupations having several distinct units of work, or (3) according to a "production" order when a certain sequence of processes is followed to produce an item, such as draperies. As the tasks are mentioned by the training sponsor, the teacher-coordinator should find out what instruction will be given on the job for a particular task. The tasks or work experiences decided upon should then be planned and listed in the column headed "Work Experiences to be Provided" on the back of the training plan.

(2) Hours -- The students are to be employed for a minimum of 15 and not more than 25 hours per week, Monday through Friday. Longer hours than this might interfere with the student's homework and may affect the student's health. Work on weekends and holidays is optional and is not to be recorded on the training plan. It is considered "work" and not supervised training.

(3) Wages -- When a student-learner permit is issued for the student, the hourly wage paid shall not be less than 75 per cent of the applicable minimum wage. Some employers may, however, be willing to pay the student the minimum wage established by the Fair Labor Standards Act for those engaged in or producing goods for commerce or the minimum wage paid his employees if he is not under the Fair Labor Standards Act.

Complete and accurate information should be kept up to date concerning Texas Child Labor Laws, Federal Labor Laws, Federal Wage and Hour Laws, and Student Learner Certificate. Requests should be made each year to the address on the following page.

Director, U.S. Department of Labor
Regional Office, Room 340
Mayflower Building
411 North Akard
Dallas, Texas 75201

Each employer should be allowed to arrive at his own decision about wages. If he asks what others are paying, the question should be answered in a general way. Some employers may need to be encouraged, in a tactful way, to meet the amounts paid by other employers. When students earn approximately the same amounts there is less likely to be jealousy or dissatisfaction among them or misunderstanding by parents.

There is no requirement that employers give students raises during their training period, but if the student makes satisfactory progress on the job a raise would encourage him to continue to do his best and give him confidence that there are opportunities for advancement in that occupational area.

After the conference with the employer, the teacher-coordinator is ready to plan the topics or subjects for classroom study which are related to the tasks to be performed. These are to be recorded in the "Outline of Study Assignments" column on the back of the training plan.

With the above information available, the teacher-coordinator is ready to prepare the training plans in quadruplicate. The information should be typed on the form and then given to the students and their parents for their signatures. A second visit is then made to the employer, who is to sign the plan after reviewing its contents. Inform the employer that one copy will be returned to him for his files after the plan is approved by the Division of Vocational Homemaking Education, Texas Education Agency.

After the teacher-coordinator signs the plan and checks to see that all copies of the plan were signed by the necessary persons, the plan is ready to send to the Area Consultant for approval. Plans for students enrolling in September must be mailed to the area office not later than two weeks after the date of employment. In the case of late entries, or in the event of mid-term entries, the training plan should be mailed within two weeks after the student enters the program. The original and first carbon will be returned to the teacher-coordinator after approval. The original is to be given to the employer and the first copy placed in the teacher's permanent file. One copy remains in the area office and the other copy is sent to the Division of Homemaking Education, Texas Education Agency, Austin, Texas.

When a trainee moves from one training station to another, a new training plan must be prepared. New training plans are not, however, necessary if a trainee returns for a second year to the same training station. In this event, only the front of the training plan will be prepared for the second year with a notation that the original plan, made to include two years of training, is on file in the local homemaking department and training station.

The training plans should be used throughout the school year. Two of the columns on the back of the plan can be used for recording experiences at the training station and in class.

A copy of the Cooperative Training Plan form, with directions for completing both sides, is shown in Figures 12, 13, and 14, pages 47 through 50.

SUGGESTIONS FOR PREPARING COOPERATIVE TRAINING PLANS

1. Four typed copies of this report form for each Home Economics Cooperative Education student are due in the office of the area consultant two weeks after the student is employed. This date should be not later than two weeks after the opening day of school in September, or, in the case of a transfer student, two weeks after entering the class. The student must be employed at the time the Cooperative Training Plan is prepared. The Cooperative Training Plan is an agreement between the school, the employer, and the student; the training plan is not a contract.

2. Separate forms must be prepared for each Home Economics Cooperative Education student.

3. Suggestions for preparing the Cooperative Training Plan:

   A. Program -- Home Economics Cooperative Education

   B. Grade -- Students must be in the eleventh or twelfth grades.

   C. Age -- Students must be 16 years of age or over at the time school starts.

   D. Time of Day Related Class Meets -- Exact time class starts to exact time class ends, as: 8:10 a.m. to 9:05 a.m. The related class must be scheduled for 55 minutes of in-class time each school day.

   E. Blank for Student's Name -- Student's name should be given as it is recorded in the Organization Report with the surname first, followed by first name, and middle initial.

   F. Blank for Occupational Title -- Use the occupational title as it appears on page 4.

   G. Blank for Name of Company -- Use official name of company.

   H. Blank for Name of School -- Name of high school offering program and city in which school is located.

   I. Beginning Wage -- On recommendation of Advisory Committee, wage to be paid should be at least 50% of regular pay for jobs not affected by the wage-hour law. For jobs affected by the wage-hour law, a student learner's permit is necessary, and the allowable percent of the applicable minimum wage must be paid.

   J. Date -- The beginning date of the training period should be the date the student was placed on the job. The extension date should

Figure 12

be the ending date of training and will be one or two years depending on needs and classification of student. The probationary period will be for 30 days.

K. Approvals -- All signatures should be in ink and each person should be identified. The last line is for the signature of the State Director, Division of Homemaking Education, and should be left blank.

Reverse Side of the Cooperative Training Plan

A. Work Experiences -- The work experiences should be a logical and systematic listing of learning activities that the student is expected to accomplish during the one or two year training period. Each experience listed should be in the verb form and should be worded to complete the statement: "The student will learn to - - -." Note the Cooperative Training Plan example in Figure 14, for additional help to complete this part of the training plan.

B. Record of Work -- The purpose of this column is to insure that the student is learning something new continuously. The column is used to record the type and frequency of the work experiences of the student. One method for recording work experiences is illustrated in Figure 14 of the Cooperative Training Plan. It is recommended that a copy of the training plan be stapled to the front of the student's folder. As the student fills out the Daily Report, a tally (~~1111~~) can also be placed next to the task in the record of work column on the training plan. When the student is able to perform the tasks successfully and without assistance an X may be placed in the column. When the X appears no further tallying is necessary. When the record of work is kept up to date, the teacher-coordinator can tell at a glance which jobs on the training plan the student has performed, which jobs have been mastered, and which ones the student has yet to experience.

C. Outline of Study Assignments -- This column should contain technical subjects or topics directly related to the work experiences listed in the first column which the student should know in order to successfully accomplish the work experiences. These study assignments will form the basis for the student's individual work assignments to be completed as a part of the related class activities. Each subject or topic should be worded to complete the statement: "The student will study - - -." Note the Cooperative Training Plan example in Figure 14 for additional help to complete this part of the training plan. Textbooks and study guides related to the occupation could be used as resource materials.

D. Record of Studies -- This column can be used to record the assignments which have been completed by the students. The information may be recorded in terms of grades or may be indicated with an "X" showing the student has satisfactorily completed that topic.

Figure 12 (continued)

EXAMPLE - TRAINING PLAN - VOC-044

This is an agreement and not a contract.

TEXAS EDUCATION AGENCY
Department of Vocational Education
Austin, Texas

Grade 11 or 12
Age 16 or over

Time of day related class meets 8:30-9:30 a.m.

Cooperative Training Plan

PROGRAM Home Economics Cooperative Education

This training plan is to (1) define clearly the conditions and schedule of training whereby student Name used in official school records is to receive training as a (an) Use occupational titles in "Guide in Planning Programs of Vocational Education" and (2) serve as a guide to the cooperating parties: the Official name of company (Company) and the Name of school Public Schools, in providing the student with opportunities for training in the basic skills of the occupation and the technical information related to it. In order that a systematic plan which provides for well-rounded training can be followed, a schedule of work experiences and a course of study paralleling it have been worked out and agreed upon by the employer and representative of the school. They are listed on the reverse side of this page.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations as apply to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his efficiency, knowledge, and personal traits so that he may enter his chosen occupation as a desirable employee at the termination of the training period.

In addition to providing practical instruction, the employer agrees to pay the student for the useful work done while undergoing training according to the following plan: On recommendation of advisory committee, wage to be paid should be 50% of regular pay for jobs not affected by wage-hour law. For jobs affected by wage-hour law, a student learner's permit is necessary and the allowable percent of the applicable minimum wage must be paid.

1. The beginning wage will be $_____ per _____ for _____ hours per school week, which amount is approximately _____ per cent of that paid competent full-time employees in the same occupation in the community.

2. A review of the wages paid the student will be made jointly by the employer and coordinator at least once each semester for the purpose of determining a fair and equitable wage adjustment consistent with the student's increased ability and prevailing economic conditions.

The training period begins the Date student was placed on job day of _____, 19___ and extends through Month and Date, 19___*. There will be a probationary period of 30 days during which the interested parties may determine if the student has made a wise choice of an occupation, and if the training should be continued. *NOTE: A date two years from the beginning date would be used for juniors and one year from the beginning date for seniors.

This plan has been reviewed and recommended by the Local Advisory Committee. It may be terminated for just cause by either party.

Approvals:

All signatures should be in ink.

(STUDENT)	(NAME OF EMPLOYER) Give title of employer
(PARENT OR GUARDIAN)	(NAME OF COMPANY)
(CHAIRMAN, LOCAL ADVISORY COMMITTEE)	(TEACHER-COORDINATOR)
	To be left blank for signature of State (DIRECTOR, VOCATIONAL EDUCATION DIVISION) Director, Homemaking Education

TEA - 12 (Over) VOC-044

Figure 13

EXAMPLE - TRAINING PLAN - VOC-044 (REVERSE SIDE)

WORK EXPERIENCES TO BE PROVIDED	RECORD OF WORK	OUTLINE OF STUDY ASSIGNMENTS	RECORD OF STUDIES
		SUGGESTED TERMINOLOGY	
Work experiences in this column are "doing" activities which the student is expected to learn in a two-year period. Each job or operation (not names of "units") should be in the verb form and should be worded to complete the following: "The student will learn to . . ."		This column should contain technical subjects or topics directly related to the work experiences listed on the left. Each subject or topic should be worded to complete the following: "The student will study . . ."	
		SUGGESTED FORM	
Child Care Assistant Learn to direct children at play and at work:		Child Care Assistant Study the characteristics of children one to five years of age	X
. Active play and activities	~~IIII~~ X		
. Quiet play		Study children's basic physical and emotional needs	
. Indoor games			
. Outside activities			
. Games for physical development	///	Study the types of behavior typical of early childhood and the preschool period	
		Study methods of working with children who behave in uncooperative or disturbed ways	X
		THINGS TO AVOID	
1. Words or phrases with no clear relationship to work experiences or studies:			
Toys		Study kinds of toys	
Mealtime		Learn to direct children's play	
2. Items not actually work experiences or instructional topics:			
Employer--employee relationships		Learn how to construct a toy for a child	
3. Poorly worded items (better wording in parentheses):			
Assist employer in keeping play area safe and orderly (Keep play area safe and orderly.)		Learn how to make children behave (Study methods of discipline using the positive approach.)	
4. Broad areas which are essentially a trade themselves:			
Child care		Care for children	

[1]Adapted from Industrial Cooperative Training Handbook. College Station, Texas: Texas A & M University, May, 1968, p. 43.

Figure 14

XIV. RELATED CLASS INSTRUCTION

Students in Home Economics Cooperative Education programs are to receive both individual and group instruction during the fifty-five minute daily related class period. Approximately two-fifths of the total time spent in class throughout the year should be in group instruction which deals with orientation and adjustment to employment conditions and the development of proper attitudes toward school, employment, social, and civic responsibilities. Emphasis on understanding of self and others needs to be stressed during group instruction. A suggested curriculum outline for group instruction is shown in Figure 15, pages 54 and 55.

Three-fifths of the time is to be spent in individualized study which is designed to improve the student's knowledge, skill, or attitude toward his specific job. Part of this time is spent in filling out the Daily Report, Weekly Report, and Periodic Report forms.

The topics covered during group instruction should be relevant for all of the students. Methods of teaching used should encourage group discussion, participation in demonstrations, role-playing, and other techniques which enable the teacher to see that the students can express themselves effectively and can deal with the types of situations they face on the job.

At the beginning of the school year most or all of the class time may be devoted to group instruction. Among the first topics to be studied at this time are:

1. Policies of the school, teacher-coordinator, and training station regarding the following:
   a. tardies
   b. absences
   c. dress and appearance
   d. dropouts
   e. expenses
   f. study time
   g. conduct
   h. company rules for employees

2. Relationships with employers, employees, and the public

As students are placed in jobs, training plans for the individualized study sessions can be begun. As the year progresses, less time will be spent in group activities and more time on individualized problems with special emphasis on the technical information directly related to the student's job.

<u>Students' Reports</u> -- <u>Daily, Weekly, Periodic</u>

One way of obtaining information about the student's work activities is to ask them to fill out a Daily Report form on which they record the major jobs or activities they performed on the previous day. An example of such a form is shown in Figure 16, page 56. After they fill out the daily report forms, students may also record tasks on their training plan, which has been stapled

to the front of their folder.

At the end of the week, this information is summarized on the Weekly Report, shown in Figure 17. A summary of learning experiences can be reported on the Periodic Report at the end of each grading period, as shown in Figure 18. These records can be used as guides when making daily lesson assignments and when filling out the semester's Closing Report. A form for recording the hours worked and the wages received for each day and week for a school year is shown in Figure 19, page 61. This form may be used by the students as a wage and hour record.

Individual Assignments for Students

The wide variety of occupations in which students are training in cooperative education programs makes it difficult for a teacher-coordinator to present technical information which is meaningful to all students. Planning for individualized study will be aided by the use of study guides for some occupations; however, individual study for other occupations must be planned entirely by the coordinator. A suggested form for this purpose is shown in Figure 26, page 74. The individualized study is an important part of cooperative education.

There are a number of things the teacher should keep in mind when making the individual assignments:

- The assignments should be as closely related as possible to the work being done by the student. In jobs where the student changes duties often, this is difficult, but eventually the student will be able to cover the necessary range of information.

- The assignments should be directed toward improving the student's knowledge, skill, or attitude toward his job.

- The assignments should provide opportunities for the student to apply what has been learned. The relationship between the assignment and the student's work should be emphasized. A change in performance or behavior on the part of the student is the ultimate goal.

- The assignments should be planned with the individual student in mind. Students learn in different ways and the types of learning experiences which are most meaningful vary from one student to another.

- The assignments should be varied to hold the interest of the students. Although written assignment sheets will be used much of the time, the occasional use of audio visual materials, discussions among students in the same occupational area, or other activities is recommended from time to time. A form which could be used by students to record their reactions to audio visual materials is shown in Figure 20.

- The first assignments will usually be directed toward helping the

student overcome faulty personal habits, improve dress and grooming, and acquire knowledge of business procedures. Further assignments should be designed to familiarize students with the information relevant to their particular jobs. As visits are made to the training stations, weaknesses observed by the coordinator or training sponsor can later be the subject of classroom work. During a visit to the training station, the teacher-coordinator works with the training sponsor rather than the student. Information gathered during these visits will serve as the basis for later related class work.

The job of the teacher-coordinator does not end with the planning of the individual lessons. She must circulate among the students during the class period to explain points not clear to the student, suggest additional references, see that students are using their time constructively, offer encouragement, and discuss completed assignments with individual students. It is also recommended that the teacher-coordinator plan group activities for students in the same occupation to break the monotony of individual assignments.

An important part of the learning process is knowing as soon as possible whether or not the answer made to a question was correct. There are a number of ways this can be handled. In situations where answers for the daily assignments are available, the student can check his own paper and then turn it in to the teacher-coordinator so the grade can be recorded (if it is to be graded) and the teacher-coordinator can quickly determine areas in which the student may need additional help. If the teacher-coordinator prefers to see the answers first, she can check the paper and then either let the student try again on the questions missed, check the answer on the answer sheet, or talk with her about the questions missed. The important thing is that the time between completing the assignment and having it corrected be as short as possible.

Sources of Instructional Materials

Books, bulletins, pamphlets, and magazines on knowledge and skills needed in the various occupations as well as books on the specific occupations should be a part of the reference library for student use. Other instructional materials to be used are the Courses of Study available through the Home Economics Instructional Materials Center, and the pamphlets and bulletins published by AHEA, AVA, and NEA. Magazines such as Forecast and What's New in Home Economics contain up-to-date information in many areas. The Good Housekeeping Institute, Household Finance Corporation, U.S. Government Printing Office, Science Research Associates, Distributive Educational Instructional Materials Laboratory, The Interstate, and commercial companies such as utility and telephone companies are other sources to contact for literature.

Ideas for instructional materials to obtain can be found in trade magazines, in the Courses of Study from the Home Economics Instructional Materials Center, in publications lists from the U.S. Office of Education and U.S. Printing Office, and in advertisements. Additional suggestions may come from employers, advisory committee members, and other teachers.

SUGGESTED CURRICULUM OUTLINE
FOR GROUP INSTRUCTION IN HOME ECONOMICS COOPERATIVE EDUCATION CLASSES
FALL SEMESTER

A. ORIENTATION
- Course Organization and Content
- Job Application and Acceptance
- Importance of First Impressions
- Personal Interviews
- Training Plans
- Responsibilities to School and to the Training Station
- Daily Records

B. FUTURE HOMEMAKERS OF AMERICA
- Organization
- Eligibility
- Activities

C. JOB ATTITUDES AND RELATIONSHIPS
- How to Get a Good Start on the Job
- Employer-Employee Relationships
- Employee-Employee Relationships (Teasing, Testing, Rumors)
- What Employers Look for in an Employee
- Factors that Enable One to Hold a Job
- How to Meet the Public
- Attitudes Toward a Job
- How to Act on the Job
- Telephone Etiquette
- Job Ethics
- Factors in Meriting a Pay Raise
- Application of Safety Practices (Job, Home, Driving Habits)
- Unexpected Termination of Employment
- Job Resignations (Prior Notice, Letter of Resignation)

D. PERSONALITY DEVELOPMENT AND JOB SUCCESS
- Getting Along with Others at Home or Away from Home
- Developing a Pleasing Personality (Personal Appearance, Manners, Tact, Character, Self Image and Respect, Conversational Ability, Punctuality, Dependability)
- How to Compensate for Youth and Inexperience
- Positive Attitude, Patience, Releasing Frustrations Harmlessly

E. PERSONAL MANAGEMENT
- Management of Time and Energy (At School, On the Job, Leisure Time)
- Management of Personal Income (Good Credit Rating, Consumer Education, Savings)

F. CIVIC RESPONSIBILITIES
- Rights and Duties
- Community Activities and Organizations

Figure 15

HOME ECONOMICS COOPERATIVE EDUCATION
SPRING SEMESTER

A. UNDERSTANDING OUR ECONOMY
- Social Security
- Taxes and Their Importance
- Insurance
- Money and Banking
- Labor Laws

B. HEALTH AND PHYSICAL FITNESS
- Mental Health and Emotional Stability
- Physical Fitness
- Good Nutrition

C. PERSONAL ADJUSTMENT
- Boy and Girl Relationships
- Smoking, Drinking, Drugs, Sex
- Marriage
- Role of Working Mothers

D. PROBLEM SOLVING
- Logical Thinking
- Steps in Problem Solving
- How to Meet Problems and Responsibilities
- Maturity and Problem Solving
- Decision Making

E. SOCIAL FUNDAMENTALS AND SOCIAL ETHICS
- Public Relations
- Introductions
- Courtesy in Public Places
- Dress for Special Occasions
- Suitable Converstaion (Effect of Gossip and Small Talk)
- Philosophy of Life

F. PLANNING YOUR FUTURE
- Early Marriage
- Choice of a Vocation
- Job Analysis
- Vocational Opportunities in Home Economics
- How to Progress in a Vocation

G. SUMMARY AND EVALUATION
- Class Study
- On-the-Job Training
- Training Plans
- Recommendations for Changes in Program
- Review

Figure 15 (continued)

DAILY REPORT

Student _____
Training Station _____
Occupation _____
Week of _____

To be filled out each class period

	Hours Worked	Helped on Job	Worked Independently
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Wages received this week: $_____ Hours worked this week: _____

Figure 16

WEEKLY REPORT

Teacher-Coordinator_____

Student_____ For Week of_____

1. What were your responsibilities or duties on the job this week?

Responsibility on Job Assignment	Approximate Time Spent (hours or days)	
a._____	_____	____
b._____	_____	____
c._____	_____	_____
d._____	_____	_____

2. What new knowledge or skill did you learn on the job scribe._____

_____ _____

_____

_____

3. What did you learn in class that you applied on the job, either from study or classroom discussion? Explain._____

_____

_____

4. What difficulty occurred and what mistakes, if any, did you make on the job? What did you do to correct them?

_____

_____

_____

5. On what skill or question could you use help in performing your job better?

_____

_____

_____

Figure 17

6. What interesting or challenging relationship did you have this week with a fellow worker, a client, or your training sponsor? Describe.

_____

_____

_____

Summary of Duty Time and Earnings

Date	Check-in Time	Check-out Time	Duty Hours Regular	Duty Hours Overtime
____	_____	_____	_____	_____
____	_____	_____	_____	_____
____	_____	_____	_____	_____
____	_____	_____	_____	_____
____	_____	_____	_____	_____
____	_____	_____	_____	_____
____	_____	_____	_____	_____
		Totals	_____	_____

Total hours _____

Regular hourly rate _____

Gross earnings for regular hours _____

Overtime hours _____

Overtime hourly rate _____

Gross earnings for overtime hours _____

Total earnings _____

Less deductions:

_____ _____

_____ _____

_____ _____

Total deductions _____

Net earnings for the pay period _____

Figure 17 (continued)

PERIODIC REPORT

Student_____

Grading Period_____

Teacher-Coordinator_____

Directions to the student: Check back on your weekly reports for the past grading period (six weeks or nine weeks) and make a summary of the duties and responsibilities you have been performing. List new things you have learned during this period of time.

Training station: _____

Training sponsor: _____ Date: _____

What have been your duties during the past grading period?

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

Comments:_____

_____

_____

_____

_____

_____

Figure 18

During this time, what new skills or knowledge have you learned on the job?

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

_____

Summary of Duty Time and Earnings for Grading Period

Total hours worked _____

Overtime hours worked _____

Total earnings for this period _____

Less deductions:

_____ _____

_____ _____

_____ _____

_____ _____

Total deductions _____

Net earnings for pay period _____

Savings for pay period _____

Figure 18 (continued)

YEARLY WAGE AND HOUR REPORT

Student_____ Training Station_____

Date Placed_____ Starting Wage_____

	M	T	W	Th	F	Hours	Wages		M	T	W	Th	F	Hours	Wages
1								19							
2								20							
3								21							
4								22							
5								23							
6								24							
			6 weeks total								6 weeks total				

	M	T	W	Th	F	Hours	Wages		M	T	W	Th	F	Hours	Wages
7								25							
8								26							
9								27							
10								28							
11								29							
12								30							
			6 weeks total								6 weeks total				

	M	T	W	Th	F	Hours	Wages		M	T	W	Th	F	Hours	Wages
13								31							
14								32							
15								33							
16								34							
17								35							
18								36							
			6 weeks total								6 weeks total				
			Semester total								Semester total				
											Total for year				

Wage increase:

Date_____ Amount_____ Date_____ Amount_____

Figure 19

AUDIO-VISUAL REPORT

Student_____

Date_____

Teacher-Coordinator_____

1. Check information source:

_____Film _____Radio program _____Film Loop

_____Film strip _____Tape _____Other

_____TV Program _____Record

2. Title:_____

3. What understandings did you gain from this material?_____

_____

_____

_____

4. Summarize the presentation in your own words._____

_____

_____

_____

_____

_____

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_____

_____

Figure 20

5. What in the presentation was most valuable to you?_____

_____

_____

_____

_____

_____

6. List questions you may have or ideas given in this presentation which are still unclear to you.

_____

_____

_____

_____

_____

7. Would you recommend that this material be used in the future? Why or why not?

_____

_____

_____

_____

_____

8. Teacher-Coordinator's Comments_____

_____

_____

_____

_____

_____

Figure 20 (continued)

XV. INSTRUCTIONAL MATERIALS

The procedure followed in developing the Courses of Study now available from the Home Economics Instructional Materials Center will be described in this chapter and an explanation of the contents of the Courses will be given. This information is meant to serve two purposes. It is hoped that it will aid teachers in using the Courses of Study and also serve as a guide when developing the daily study assignments in the areas for which no Courses of Study are available. Materials for occupational courses also need continual revision and it may at times be necessary for the teacher to up-date some of the lessons within the present Courses of Study.

Job Analysis -- The first step in the development of the Courses of Study was to prepare a job analysis. Depending on the occupational area, employers, managers and owners of businesses, supervisors, and employees were interviewed. The purpose of the interview was to determine the tasks in that particular occupation which might be performed by an entry level employee. After a number of interviews when it seemed no new tasks were being added, the list of tasks was refined and arranged in a logical order.

The teacher-coordinator may use the job analyses in the Courses of Study as a guide when talking with the employer about the tasks or work experiences which might be performed by the student. The job analyses may also be helpful when filling out the training plans. For the occupational areas in which no Course of Study is available, the teacher will need to develop a similar list of tasks to be performed by entry level employees.

Course Outline -- The tasks determined by the job analysis were then organized into units, and objectives were written for each unit. This section of the Course of Study is referred to as the Proposed Course Outline.

Course Units -- The next step in the development of the instructional materials was to list the competencies, in terms of abilities and understandings, which would be required for successful performance of the job. The competencies listed as "abilities" are to be gained primarily from the on-the-job training while those listed as "understandings" are to be gained from classroom experiences. This list of competencies served as a guide for the writing of the instructional materials to be used by the students.

Instructional Materials -- The purpose of the instructional materials is to provide the student with information, suggested reference lists, study questions, and assignments directly related to his occupational area. These materials have been written to provide part of the classroom instruction and are designed to give the students an increased understanding of the tasks they perform on the job.

The units are not necessarily to be studied in sequence. It is recommended that the teacher assign or let the students select the units most relevant

to their job first and remove these from the Course of Study for the students to use at their desks. As these units are completed, the rest of the units may be assigned or selected. A form the teacher-coordinator could use to see at a glance the progress a student is making is shown in Figure 21, page 68.

An effort was made during the writing of the materials to provide information about as many of the tasks which might be assigned to a student as possible. Thus it is not expected that any one student would perform all the tasks listed and there may be some sections of the materials not assigned to some students.

The materials are self-teaching in that by reading and following the instructions given, the student should be able to proceed through the lesson by himself. Study questions and assignments are provided to enable the student to check his understanding of the information presented and to encourage him to apply what has been learned on the job. The format used when writing the instructional materials is described in the following section. Sample pages from the Child Care Aide Course of Study are included in Figure 22, pages 69 and 70.

Unit Title

Subject -- Most units are divided into a number of subjects or topics depending on the length of the unit. Even though the unit title may be the same for several sections, the subject or topic will change. In most cases, the subject title is comparable to the job subdivision of work.

Each subject within a unit is numbered and a code number is placed in the upper right hand corner of the page. For example III-4 would indicate Unit III and the fourth subject within that unit. This same code number appears on the answer sheet for the study questions, the test, and the answer key related to that subject.

Tasks -- The task from the job analysis to which the information is related is the next item on the study sheet. It was hoped that including the task would help the students see the relationship between the material being presented and their job.

Objective -- The objectives for that subject area are then stated in behavioral terms. The objectives should help clarify for students what they are to gain from a particular assignment. When objectives are stated in behavioral terms, they also help to keep the information sheets and the study questions directed to the purpose of the lesson.

References -- The references listed are in two categories, those which are required reading for that subject area and those which are supplementary reading. A limited number of required references are recommended because too many references may be confusing to the student, include an overlapping of material, and lack continuity. The references listed show the exact name of the publication, the author, and the page numbers so

the students will have no difficulty finding the correct reference. It is not necessary or economically feasible to include all the information needed by the students in the instructional materials. There are many satisfactory texts, pamphlets, and bulletins already available which can and should be used.

Information -- Information is included in the Courses of Study for the following reasons:

a. To present information not covered in the references required for use with the Courses of Study

b. To consolidate items of information found in several sources

c. To adapt printed information to the occupational approach

d. To condense materials which were too lengthy

Study Questions -- The questions included with the lesson are not to be considered as test questions. Their purpose is to motivate and guide the student as he studies the information in the Course of Study and in the references. Sample study questions are shown in Figure 23, page 71.

Some guidelines for the teacher-coordinator to follow when writing questions for additional occupational areas are:

1. The questions should generally require short rather than lengthy answers which place undue emphasis on the students' ability to write. Questions about one thought or idea are preferable to those about a combination of several ideas.

2. Problems to be solved should be related to the occupation and have a practical application, as illustrated in the following examples which require identical knowledge:

How many cups of granulated sugar are in a pound?	A recipe used in the school lunchroom calls for 10 c. of sugar. Since ingredients in quantity recipes are usually weighed, how many pounds would this be?

3. Avoid asking questions which are vague and indefinite as to what is expected in the answer, such as:

   What is your opinion of the description given in the text on page _____?

4. Questions which are so worded that the answer is apparent because of the use of the words, very, always, never, or which can be answered "yes" or "no", do not require much thought on the part of the student. Example:

Are sweets and soft drinks always harmful in a child's diet?

5. Check to be sure that one question doesn't contain the answer to another question. Example:

   What are the Basic Four Food Groups?
   What are three foods in the meat group?

6. The questions should be related to the objectives and measure what has been taught.

Assignments -- The purpose of the assignments at the end of some topics is to encourage the students to make direct application of the information presented to their jobs. These are to be checked by the teacher and in many situations it would be desirable for the teacher to discuss the assignment with the student. An example of an assignment is shown in Figure 23, page 71.

Unit Tests -- As was mentioned earlier, the questions and assignments included in the instructional materials are not tests in the sense that they are designed to measure the extent to which a student has acquired and retained the technical information which is essential to a particular unit of instruction. Unit tests, however, have been developed for this purpose and are to be taken without the assistance of reference books or notes. The chief value of these tests-at least from a vocational teaching view-is to reveal the weaknesses of the students and serve as a basis for analyzing the student's needs and for making future assignments. Part of a unit test from the Child Care Aide Course of Study is shown in Figure 24, page 72.

Answer Sheets and Answer Keys -- The answers for the study questions and the answer keys for the tests are included in sections B and D of the teacher's copy of the Course of Study. An example of an answer sheet is shown in Figure 25, page 73.

Occupational Areas for Which There Are No Courses of Study Available -- When students are placed in occupational areas for which there are no printed courses for Study, it will be necessary for the teacher-coordinator to assign references and develop study questions for these students. For an example of a Student's Assignment Sheet, see Figure 26, page 74.

INDIVIDUAL STUDY PROGRESS REPORT

Name _____ Occupation _____

Date	Unit Number and Subject of Lesson	References Read	Pages	Assignment Grade	Class Grade	Daily Grade
Oct. 3	V-4 Talk, Talk-- When Do We Eat?	Feeding Little Folks	18-21			
		The Nursery School	152-158	100	7/8	87.5
		Course of Study	93-94			
Oct. 10	V-5 Hey, What's for Lunch	Course of Study	97-100	90	1	90

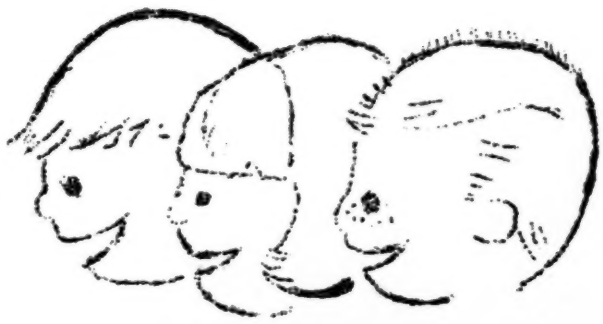
Assignment grade - Amount plus neatness plus correctness = possible 100
Class grade - Use of time, conduct, and citizenship = use fractions to a maximum of 1
Daily grade - Assignment grade multiplied by class grade
Example: 100 (Assignment grade) x 7/8 (class grade) = 87.5 (daily grade)

Figure 21

UNIT FROM CHILD CARE AIDE COURSE OF STUDY

UNIT V-4

CHILDERN'S FOOD AND EATING HABITS



SUBJECT AREA: Talk, Talk...When Do We Eat?

TASK: Helps the children to develop good food habits and table manners

OBJECTIVES: Be able to (1) describe acceptable eating habits for children the ages at the center
(2) suggest ways to guide children toward more independent eating practices
(3) relate the effect of children's emotions on their eating habits

REFERENCES: McEnery, E.T. and Margaret Jane Suydam. Feeding Little Folks. Chicago, Illinois: National Dairy Council, 1967. pp. 18-21.

Read, Katherine. The Nursery School, A Human Relationship Laboratory. Philadelphia, Pennsylvania: W.B. Saunders Company, 1966. pp. 152-158.

What are acceptable eating habits for small children? How particular should adults be about the way children eat? How often have you heard an adult say, "Watch out, you will spill your milk!"; "Don't use your fingers, use your fork," or "Oh, no, now you dropped it on the floor!"?

Let's take a look at preschoolers and see what we might expect of them in regard to eating habits. By this time they can begin to feed themselves more efficiently and can use a spoon and a fork, although they will continue to use their fingers occasionally. They like to pour liquids and can do so if the pitcher and glasses are child-size.

Some children will need more help and guidance than others because of differences in their motor abilities. Just as some children can tie their shoe laces or button their coats earlier than others, some learn to get food on a spoon and into their mouth before others can. The child's rate of growth cannot be hurried. The only thing you can do is to encourage all of his attempts to feed himself.

For some children, eating may be a tiring procedure. They may make a good

Figure 22

start but then slow down as their appetite decreases. If a child appears to be tired, it may be a good idea to help him by scraping the food together so he can get it on his spoon or even filling the spoon for him. The amount of help children will need varies from child to child and from day to day. When children are tired or do not feel well or are emotionally upset, they may need the comfort of your help in feeding them. This occasional kind of help will not slow down their development toward more independent eating practices. If they continue to want your help, however, you may need to discuss this with the director.

It has been found that children can sense adults' feelings about their abilities. When you sit with children during mealtime, try to be accepting of awkward efforts. The important thing to try to do is to provide an atmosphere in which children feel comfortable and capable in mealtime procedures. As they develop a feeling of confidence in themselves, they will begin to improve their eating habits.

The best way to help young children learn table etiquette is to set a good example and to be patient with their efforts. When we stop to think about all that children must learn just to master the mechanics of eating, we will be more understanding about their awkward movements and accidents. For example, when we think about the coordination necessary in making hand-to-mouth movements and eye-hand movements, it is easier to understand why children appear to be messy eaters. Try to consider the child's eating habits from his point of view and with his growth and experience in mind.

The time to begin to teach some basic table manners is when children have reached the point in their growth process where they can handle forks, knives and spoons without difficulty. As we try to answer the question, "What is the purpose of good manners?", our guide might be that the purpose of manners is to make the child more acceptable to others. Thus, the child can be told, "We eat meat with our fork" or "We swallow food before talking" or "We drink our milk quietly." If adults are kind and patient when making these statements, children will be likely to follow them. Children like to know what is expected of them, but what is expected should be in line with what they are able to do.

Figure 22 (continued)

STUDY QUESTIONS AND ASSIGNMENT FROM CHILD CARE AIDE COURSE OF STUDY

QUESTIONS:

1. What is our most important goal for the mealtime situation for children?

2. Should children be discouraged from touching and feeling their food? Why?

3. When should the teaching of good manners begin?

4. What is the best way to help children learn table manners?

5. What is likely to happen if too much is expected of children in terms of good etiquette?

6. Why are children messy eaters?

7. Jane Smith is 3 1/2 years old and her mother is concerned with her eating habits. Jane still has trouble using a fork and it takes her so long to eat that her mother often puts the food on her fork and sometimes even feeds her. This also prevents the spilled foods on the floor that occur when Jane tries to feed herself. Even though Mrs. Smith has told her over and over not to play with her food, Jane still occasionally uses her fingers when eating and seems to like to touch new foods. What advice could be given to Mrs. Smith?

8. Judy spilled her milk at the table. How should you react?

9. Ordinarily, Jill eats well but today she seems to have no appetite. During the morning she quarreled over the use of the tricycle and became quite upset about this. Betty, the child care aide, insisted that she eat because she thought Jill would feel better if she ate a big meal. Do you agree with Betty's way of handling this situation? Why?

10. Why are small servings recommended for children?

ASSIGNMENT:

1. Observe the children with whom you work at mealtime and give examples of their eating behavior.
   a. What things do they do well?
   b. What skills are they still learning?
   c. What kinds of help do they need?
   d. What table manners do you think they are ready to learn?

2. Recall some incident where a child's appetite was influenced by his feelings. Explain.

Figure 23

UNIT TEST FROM CHILD CARE AIDE COURSE OF STUDY

UNIT V TEST

CHILDREN'S FOOD AND EATING HABITS

1. The approximate size of a serving of meat or vegetable for a child of nursery school age is about
   A. 2-4 T.
   B. 4-6 T.
   C. 6-8 T.

2. What is the most important goal for the mealtime situation?
   A. That the child at least try all the foods served
   B. That the child eat all the food served on his plate
   C. That it be a pleasant, happy experience

3. The teaching of table manners should begin when the child
   A. can handle his eating utensils skillfully
   B. is old enough to sit at the table
   C. enters school (first grade)

4. When three-year-olds at the child care center touch and feel their food, they should
   A. be scolded and reminded to use their silverware
   B. be allowed to explore the food in this way
   C. be told in a gentle, but firm manner to stop playing with their food

5. When children spill their milk or have accidents at mealtime, the teacher should
   A. not make an issue of it
   B. send the child from the table
   C. point out to the other children what happened

6. Which of the following statements about children's eating habits is true?
   A. Children are usually consistent in the kinds of food they eat
   B. Children of the same age usually eat approximately the same amounts of food
   C. Children are not consistent in the amounts of food they eat

Figure 24

ANSWER SHEET FROM CHILD CARE AIDE COURSE OF STUDY

Answer Sheet
for
UNIT V-4
CHILDREN'S FOOD AND EATING HABITS

SUBJECT: Talk, Talk, When Do We Eat?

1. Helping the child develop a positive, accepting attitude toward eating.

2. No, because one of the ways they learn is by touching and feeling. This may help the child learn to like the food.

3. When the child can handle eating utensils skillfully, learn to eat a variety of foods and feel a part of a group

4. To set a good example and to be patient with his attempts at eating

5. We may interfere with his enjoyment of eating and cause him to develop a negative attitude toward mealtime.

6. Because their motor skills are limited

7. That she not be concerned with Jane's eating habits--they are normal for a child that age. If she continues to treat Jane in this manner, she may find that Jane's eating habits will get worse instead of better.

8. You should recognize the fact that such accidents are normal if done occasionally. No issue should be made of it. If the child does this for the attention she gets--give her more attention until she feels secure. If she plays at the table and often causes a spill, encourage her to finish eating the meal.

9. No, because forcing her to eat when she was upset may turn her against food.

10. Large servings are discouraging.

Figure 25

ASSIGNMENT SHEET
(For those students not working in the Courses of Study)
Home Economics Cooperative Education

Subject:

References:

Questions and/or Problems:

Figure 26

XVI. COORDINATION ACTIVITIES

Coordination activities are an important part of the teacher-coordinator's schedule. There are many purposes for the visits to the training stations where students are employed. Contacts are to be made with the employers or training sponsors, if different from employers; the trainee; and other employees during the visits.

Ordinarily, teacher-coordinators should contact the employer or supervisor upon entering the business and request permission to visit. Even though some employers might not require this, it is a good practice to follow.

Some of the objectives for visits with the employer and/or training sponsor might be:

a. to obtain sources for instructional materials and/or determine occupational information needed by the student

b. to become familiar with the policies, rules, and working conditions at each training station

c. to insure that the related class instruction is closely related to job training

d. to learn terms and procedures used in the occupation

e. to discuss opportunities for rotation of students

f. to discover new possibilities for training stations

g. to discuss progress of student and areas where improvement is necessary

h. to check that agreements made on training plan are being followed in terms of experiences, wages and hours

i. to detect any problems that might develop before the situation becomes serious

j. to secure rating of student once each six weeks in terms of accuracy, dependability, promptness, willingness to obey instructions, cooperation with other employees, and initiative

k. to express appreciation for the help given to the student during the training period

The teacher-coordinator spends a limited amount of time with the student during a visit to the training station in order not to interfere with the training activities; however, some objectives for observing and talking with the student at the training station are:

a. to become acquainted with the trainee's current job assignments

b. to observe strengths and weaknesses of the student in that particular job

c. to determine related class assignments which would relate to the student's present job assignment

d. to observe student ability as a basis for counseling about improvement

In some situations the teacher-coordinator may also come in contact with other employees. It is important that the teacher-coordinator learn and remember names and take time to visit with the other employees briefly. Talking with them about the purposes of the cooperative education program may help others to understand more clearly the on-the-job training program for the students. Appreciation should be expressed for their cooperation in training the student.

Some do's and don'ts to follow when visiting the training stations are:*

DO

1. Do be alert. Observe what is going on without appearing to "snoop."

2. Do be friendly with everyone without fraternizing with them.

3. Do show an interest in the work in progress. Be curious; ask questions if the opportunity presents itself.

4. Do take notes (after leaving) on items which may be used for a conference with the student or for study assignments.

5. Be quick to sense the employer's desire to terminate a conference.

DON'T

1. Don't call attention to errors, bad practices, or unsafe conditions while visiting the student. Do so in private conferences.

2. Don't try to demonstrate to a student how to do a job which he is assigned.

3. Don't pose as an expert or authority on any matter concerning the work going on.

4. Don't request a conference with the employer when he is obviously busy.

5. Don't interrupt or interfere with the student's work.

---

* Adapted from Industrial Cooperative Training Handbook. College Station, Texas. Texas A & M University. May, 1968. p. 85.

6. Don't appear to be loafing or just "passing the time."

Schedule of Coordinator's Activities -- A weekly schedule enables the teacher-coordinator to make more effective use of her coordination time. The variety of activities to be performed during this time includes visits to the training stations, advisory committee meetings, grading papers, planning related class activities, and conferences with parents. A schedule such as is shown in Figure 27, page 79, may be used to plan daily activities. A copy of the weekly schedule should be made available to the school personnel in order to provide a record of the teacher-coordinator's activities. A schedule of this type also helps to interpret the scope and value of the coordination activities to the school principal.

Before the teacher-coordinator leaves the school she should determine which stations to visit, what materials to take along, and the purpose of the visit. It is recommended that each training station be contacted as needed, once every two or three weeks if possible. This enables the teacher-coordinator to keep informed as to the jobs assigned to the students, to visit with the various people at the training station at different times, and to discuss any problems or difficulties before they become serious ones. To enable the teacher-coordinator to locate a student, a Student's Location Card such as the one in Figure 28, page 80, may be used. It may be helpful to the teacher-coordinator to have three copies of this card for each student: a copy for school, her home, and her car.

After the teacher-coordinator leaves the training station she should record the information obtained during the visit. Such records do not need to be formal, but the informal entries will be useful when planning class activities, filling out the Closing Reports, and preparing the monthly travel report. A daily diary, as illustrated in Figure 29, page 81, may be used by the teacher-coordinator for recording information related to daily visits and activities.

Employer's Periodic Rating -- Securing the employer's periodic ratings on students each grading period is another coordination activity. Suggested forms for this report are shown in Figures 30-33. The form may be mailed; however, there is an advantage to taking the form to the employer during a coordination visit. In this event, the form may be completed while the teacher-coordinator is persent thereby providing an opportunity for the employer and teacher-coordinator to discuss the strong and weak points of the student. The teacher-coordinator may want to take the previous rating sheet as a reminder of the employer's prior ratings of the student.

It should be mentioned here that employers are frequently likely to rate students higher than their actual progress warrants. When possible the teacher-coordinator should help the employer understand that high ratings, especially in the beginning, limit the student's incentive to improve. The coordinator's rating plus grades on class assignments should be considered when determining the final grade to be assigned to the student.

Student's Permanent Record and Follow-up Record -- It is necessary that a permanent record for each student be prepared and maintained. An example of a Student's Permanent Record Form is shown in Figure 34. This type of

form provides information concerning the employer's six weeks ratings of the student, related class information, work experience information, follow-up record for five years, and personal data.

A follow-up record must be maintained for at least five years for each gainful employment student. This information is valuable for evaluating the program, and it is necessary in order to make the Annual Report on the gainful home economics education programs. Each year an Annual Report for gainful employment programs is prepared by the Texas Education Agency. When completed, this report will present data on current programs and placement records for programs of the preceding year. Forms for preparing this report will be mailed to each gainful employment teacher by the Texas Education Agency.

TEACHER-COORDINATOR'S WEEKLY SCHEDULE[1]

Period	School Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
1st	Conference	Plan activities for week	Plan group discussion	Plan for individualized instruction and preview audio-visual materials as needed	Grade written work	Grade written work
2nd	Coordination	Plan activities for week	Visit training stations		Visit training stations	FHA Chapter activities
3rd	Class	Fill out Daily Report → Individualized instruction	Group discussion	Group discussion	→ Individualized instruction	Fill out Weekly Report Individualized instruction
4th	Class	Same as above →				→
5th	Coordination	Visit training stations-check on student progress	Plan instruction on basis of visits	Visit training stations	Promotional activities; call on prospective employers; confer with advisory committee members	Prepare records and reports; attend school meetings
6th	Coordination					

Figure 27

[1] Adapted from Industrial Cooperative Training Handbook. College Station, Texas. Texas A & M University. 1968. p. 85.

STUDENT'S LOCATION CARD

Classification _____

Name _____ Phone _____

Age _____

Address _____ Date of Birth _____

Date Enrolled _____ Pay _____

Employed _____

Supervisor _____ Home Phone _____

Business Phone _____

Parent's Address _____

Occupation _____

Schedule

Period	Subject	Room	Teacher
1			
2			
3			
4			
5			
6			

Figure 28

TEACHER-COORDINATOR'S DIARY

Thursday, Sept. 10 Departed 10:00 A.M.
Returned 10:45 A.M.

Conferred with Mrs. Hatley, Brooks Day Nursery. Completed training plan for Mary Allen. Suggestions: "Stress understanding of children's basic physical and emotional needs." Interviewed Mrs. Ann Smith, Manager, Rawl's Ready to Wear, concerning placement of new student as clothing assistant. May be possible to complete plans. See again - Mon. - 1:30 p.m.

11 miles

Friday, Sept. 11 Departed 2:00 P.M.
Returned 3:00 P.M.

Secured signed training plans from Northeast General Hospital, Grand Cleaners, and Golden Cafeteria. Prepared requisition for additional reference books (Home Furnishings). Typed training plans for Claudia.

9 miles

Figure 29

EMPLOYER'S PERIODIC RATING

Dear Training Sponsor:

Please check the following qualities of (Student's name) as shown by this student's on-the-job training in your business. This rating will be used to help determine the student's six weeks' grade in the Home Economics Cooperative Education program.

Thank you,

_____
(Teacher-Coordinator)

Quality	Poor	Average	Good	Excellent
Personal Appearance				
Personality (tact, voice, manner)				
Mental Alertness (ability to follow instructions)				
Dependability (punctuality, ambitious, etc.)				
Production Ability (volume of work, quality of work, ability to do work required takes pride in work done)				
Other remarks:				

Figure 30

EMPLOYER'S PERIODIC RATING

SENIOR HIGH SCHOOL

Home Economics Cooperative Education

(Year)

Pupil's Name _____ Training Station _____

Six Weeks Periods	1	2	3	4	5	6
Days Absent						
Progress						
Initiative						
Reliability						
Loyalty						
Willingness to Work						
Cooperation with Others						

Use E for Excellent, G-Good, F-Fair, P-Poor

Figure 31

EMPLOYER'S PERIODIC RATING

Student_____ Date_____

Employer_____ Address_____

EMPLOYER'S EVALUATION OF STUDENT'S ON-THE-JOB WORK

Note to Supervisor: Your constructive criticism enables us to provide better instructional training for the student trainee. Please check the following traits as: (0) poor (2) good
(1) fair (3) excellent

Personal appearance	0 1 2 3	Ability in and ability to:	
Suitability of dress	0 1 2 3		
Personal hygiene	0 1 2 3	Follow directions	0 1 2 3
Behavior	0 1 2 3	Take criticism	0 1 2 3
Speech	0 1 2 3	Understand instructions	0 1 2 3
Grammar	0 1 2 3	Attend to details	0 1 2 3
Interest in work	0 1 2 3	Keep on the job	0 1 2 3
Cooperation	0 1 2 3	Reports to job on time	0 1 2 3
Initiative (keeping busy)	0 1 2 3	Handle emergencies	0 1 2 3
Adaptability	0 1 2 3	Report observations immediately and accurately	0 1 2 3
Stability	0 1 2 3		
Tact	0 1 2 3	Establish good relationships with personnel	0 1 2 3
Ambition	0 1 2 3		
Dependability	0 1 2 3	Meeting people	0 1 2 3
Pleasantness	0 1 2 3	Conserving supplies	0 1 2 3
Accuracy	0 1 2 3	Care of equipment	0 1 2 3
Alertness	0 1 2 3	Use of telephone	0 1 2 3
Friendliness	0 1 2 3	Good housekeeping	0 1 2 3
Job Knowledge	0 1 2 3	Use of sources of information	0 1 2 3
Courtesy	0 1 2 3		

Times absent from work: _____Times late to work: _____

General rating of student: (0) Poor (1) Fair (2) Good (3) Excellent
Please list any points that you feel should be emphasized in related studies for this student.

1.
2.
3.
4.
5.

_____
Supervisor Making Rating

Figure 32

EMPLOYER'S PERIODIC RATING
for
HOME ECONOMICS COOPERATIVE EDUCATION

Student Mary Ann Doe Date February 26, 19

Training Station Humpty Dumpty Nursery Rated by Mrs. Donna Brown, Owner

DIRECTIONS: Please circle one of the numbers (from 1 through 10) opposite each of the five factors in the left-hand column which you think nearest indicates the student's rating for the past six-weeks school period.

FACTORS	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
PROGRESS Has he advanced in skill and knowledge during the past 6 weeks?	1 2 Has made almost no progress.	3 4 Has progressed in only a few phases of his training.	5 6 Has made average progress in his training.	7 8 Has advanced beyond expectations.	9 10 Exceptional progress made in skills and knowledge.
INITIATIVE Can he originate and carry through on ideas?	1 2 Has to be told everything to do.	3 4 Seldom goes ahead on his own.	5 6 Goes ahead on routine matters.	7 8 Frequently looks for additional work to do.	9 10 Always finding jobs that need to be done.
RELIABILITY Can the student be depended upon in his work?	1 2 Can seldom be relied upon.	3 4 Frequently fails to come through.	5 6 Can be relied upon in most cases.	7 8 Only occasionally fails to come through.	9 10 Can be relied upon implicitly in all matters.
WORK ATTITUDE Does he have a good attitude toward his work?	1 2 Bored, shows little enthusiasm.	3 4 Rationalizes his shortcomings and mistakes.	5 6 Normally enthusiastic about his work.	7 8 Tries to improve his work in most cases.	9 10 Is always alert to finding ways of improving work.
COOPERATION Does he work well with others?	1 2 Always wants his own way; is hard-headed.	3 4 Hard for others to work with.	5 6 Usually congenial and easy to work with.	7 8 Works well with his associates.	9 10 Cooperates fully in all matters.

ADDITIONAL REMARKS: Needs to develop more confidence in self. She appears to be unable to make decisions.

[1]Adapted from Industrial Cooperative Training Handbook. College Station, Texas: Texas A & M University, May, 1968, p. 92.

Figure 33

PERMANENT RECORD[1]

Date Left Program_____, 19__

Cert. Awarded_____, 19__

TEXAS EDUCATION AGENCY
Home Economics Cooperative Education
STUDENT'S PERMANENT RECORD

Student_____ Age_____

School_____ Grade_____

Parent's Name_____ Address_____
City State Zip Code

Name of Person to Contact for Permanent Address_____

Address_____
City State Zip Code

Occupation	Training Station	Date Placed

I. EMPLOYER'S PERIODIC RATINGS

These ratings are based on the recommended chart, Figure 33, Home Economics Cooperative Education Handbook.

(10-9) Excellent (8-7) Above Average (6-5) Average
(4-3) Below Average (2-1) Unsatisfactory

PERIOD (6 or 9 Weeks):	First Year						Second Year					
	1	2	3	4	5	6	1	2	3	4	5	6
PROGRESS-Has student advanced in skill and knowledge of occupation												
INITIATIVE-Can student originate and carry through on ideas?												
RELIABILITY-Can student be depended on in his work?												
WORK ATTITUDE-Does student have a good attitude toward his work?												
COOPERATION-Does student work well with others?												

Figure 34

II. RELATED CLASS

Grades	
Hours in class	

III. WORK EXPERIENCE

Hours on Job	
Wages Received	

IV. FOLLOW-UP RECORD

Employment (Business or Firm)	Date	Position	Wages

V. PERSONAL DATA CONCERNING STUDENT

A. Scholastic ability (quality of work in other classes):

B. School activities (clubs, offices held, achievements, etc.):

C. General remarks (conferences with students, attendance record, home environment, etc.):

[1] Adapted from Industrial Cooperative Training Handbook. College Station, Texas. Texas A & M University. May, 1968. p. 93.

Figure 34 (continued)

XVII. END-OF-YEAR ACTIVITIES

Appreciation Letter to Training Sponsor

It may be appropriate for students to write a letter of resignation and/or appreciation to their training sponsors at the close of the year. The teacher-coordinator may also find it desirable to write a letter of appreciation to the employers and express a desire for continuing the association for another year. An example is shown in Figure 35, page 90.

Certificates for Training Sponsors

Certificates may be awarded to employers who have participated in the cooperative education program for a minimum of two years. Requests for certificates may be sent to:

Chief Consultant
Division of Homemaking Education
Texas Education Agency
Capitol Station
Austin, Texas 78711

Training Certificates

These are to be awarded to students who have completed the requirements for training in the Home Economics Cooperative Education program. A completed training certificate is shown in Figure 36, page 91. They are issued by the State Board for Vocational Education upon written request from the teacher. A student must have a training plan on file in the state office to be eligible for the certificate. The certificates may be presented at the annual employer-employee entertainment if it is held near the end of the school year; or, the presentation may be made at the school commencement exercises. Address request for the certificate to:

Chief Consultant
Division of Homemaking Education
Texas Education Agency
Capitol Station
Austin, Texas 78711

Check Sheet for Closing Out School Year.

When a teacher-coordinator is leaving the school, it is especially important that a record of past activities and future plans be filed for the incoming teacher-coordinator to review. Even if the teacher-coordinator does plan to return, complete and accurate records should be on file.

Some of the items to be kept on file are:

Advisory committee minutes	Inventory of reference books
Class rolls	Inventory of classroom equipment
Correspondence	Inventory of courses of study

Permanent record cards

Prospective student list

Prospective employer list

Student applications (new)

Students' individual folders

Plans for coming year

LETTER OF APPRECIATION TO TRAINING SPONSOR

School Letterhead Paper

Date

Dear

On behalf of the (Name of School) I would like to express our appreciation for your participation in the Home Economics Cooperative Education program during the past school year. The education opportunity that you provided the student has been a valuable learning process for him. The results of this experience will continue to be of value to the student in the years to come. Your cooperation as a training sponsor has been a service both to the school and to the community.

I am looking forward to continuing our association for another year.

Sincerely yours,

_____

(Name of Teacher-Coordinator)

Figure 35

HOME ECONOMICS COOPERATIVE TRAINING CERTIFICATE

Vocational Homemaking Education

Texas Education Agency

Home Economics Cooperative Training Certificate

This is to certify that Susan Smith has been employed under the supervision of the Anytown Public Schools as a learner in Child Care for a minimum of 525 hours, including at least 175 hours of study of the technical phases of the occupation, and has satisfactorily met all the terms of her training agreement.

Whereof let this certificate with official signatures and seal bear witness: Given at Anytown High School in the State of Texas, this 31st day of May, A.D., 19____.

Mrs. Dorothy Joiner
CHAIRMAN, LOCAL ADVISORY COMMITTEE

Robert J. King
PRINCIPAL, LOCAL SCHOOL

DIRECTOR, VOCATIONAL HOMEMAKING EDUCATION,
TEXAS EDUCATION AGENCY

Figure 36

XVIII. PUBLICITY

One of the purposes of publicity is to acquaint the public with the aims and objectives of the Home Economics Cooperative Education program. A well-planned publicity program informs students, parents, and employers about the establishment or continuance of the program prior to the beginning of the school year. Publicity throughout the school year helps to maintain interest in the program and further explain it to the public. This additional publicity may also interest other students and employers for future involvement in the program.

A variety of means can be used to publicize the program. Newspaper articles, radio "spot" announcements, talks before civic clubs and PTA organizations, letters, school news media, and personal contacts may be used. Points that may be emphasized in talks and personal contacts are:

Advantages of Home Economics Cooperative Education to the school:

a. provides for vocational training without the expense of purchasing the equipment used in the various occupations
b. helps meet the needs for trained employees in the community
c. provides an opportunity for students who do not wish to continue their education beyond high school to receive job training

Advantages to the student:

a. provides an opportunity to determine whether or not he is interested in a particular occupation
b. provides opportunity to receive vocational training while completing requirements for a high school diploma
c. provides some assurance of full-time employment after graduation in area of interest to the student
d. provides job training under actual working conditions
e. provides technical information at the time the skills are being learned
f. gives valuable work experience before high school graduation

Advantages to the employer:

a. provides more detailed all-round training than employer would ordinarily have the time to give
b. makes available full-time employees who have been trained in his establishment
c. offers opportunity to participate in an educational program of benefit to the community

Sample newspaper articles are shown in Figures 37 and 38. When writing news articles remember that the opening paragraph is most important. Many readers do not read farther than this, so Who? What? Why? When? and Where? should be answered in the first sentences. Photographs attract reader interest so should be used whenever possible.

Feature or "spot" stories throughout the year might be written about the employer-employee banquet, reception, or tea; students' views and reactions to their jobs; the awarding of the annual training certificates; interviews with employers and students at the training station, including photographs when possible; interesting follow-up data; and the presentation of recognition certificates to the training stations. Local newspapers are usually interested in receiving information about educational programs. The public is interested in its schools and enjoys reading about the achievements of young people in the community.

Other means of publicizing the program are articles in the school paper, bulletin board and/or window displays, a page in the school annual, and school assembly programs. These means are especially effective for reaching prospective students.

Letters to prospective students and selected businessmen have a personal touch which is not a characteristic of other forms of publicity. Letters to businessmen may be more valuable if signed by the superintendent. A sample letter is shown in Figure 39, page 95.

Some general guidelines to observe when planning the publicity program are to:

a. secure approval of superintendent or publicity director for entire publicity program or each publicity item as it is released

b. publicize what has been done more than what is planned to be done

c. give due credit to all people involved

One of the most essential elements in a publicity program is <u>timing</u>. A chart similar to the one shown in Figure 40, listing the types of publicity planned and the time when they would be most effective might be helpful in organizing the publicity program.

SAMPLE NEWSPAPER ARTICLES

NEW VOCATIONAL PROGRAM IN HIGH SCHOOL

Classes in Home Economics Cooperative Education are the most recent addition to Blank High School curriculum according to a recent announcement by Superintendent R. N. Pearson.

These classes afford students of Junior and Senior standing both on-the-job and classroom education in a variety of occupations. Practical work experience is provided the student through part-time employment at some cooperating business within the city.

The course is set up for one or two years and carries two credits each year. Students receive pay comparable to that paid beginning workers in the same occupations.

Typical occupations in the program are bridal consultant, child care aide, companion to elderly, clothing assistant, dietitian aide, fabric coordinator, floral designer, food caterer, food service employee, home furnishings aide, housekeeping-management assistant, millinery aide, and tester of foods, equipment or textiles.

The program will operate under the direction of Mrs. Jane Williams, teacher-coordinator. Mrs. Williams will be responsible for the selection and placement of students and will correlate their classroom and practical education. An advisory committee of local business people will be set up by the school to assist Mrs. Williams in organizing and operating the new program.

The addition of this type of program will do much to provide the youth of Anytown with a well-rounded educational program that will fulfill the need for practical and useful training. It is hoped it will enable a large portion of our students who desire to become occupationally competent to enter full-time employment upon graduating from high school.

Figure 37

ADVISORY PANEL

Mr. R. N. Pearson, Superintendent of Blank Public Schools, has released the names of five citizens who have been selected to serve in an advisory capacity to the Home Economics Cooperative Program for the 1969-70 school year. They are Mrs. Dorothy Joiner, Utility Company, Mrs. M. C. Duncan, Northeast General Hospital; Mrs. C. G. Whatley, Brook's Day Nursery; Mrs. Ann Smith, Rawl's Ready-to-Wear; Mrs. A. B. Cantrell, Circle Inn Motel; Mr. Jack R. Banks, Chamber of Commerce; and Mr. R. N. Pearson, Superintendent of Schools.

Students in Home Economics Cooperative Education receive on-the-job training in home economics related occupations. The advisory committee makes recommendations for improvement of the program, aids in publicizing and promoting the program, helps select training stations, assists in evaluation of the program, and provides general advice as needed.

The program is under the direction of Mrs. Ruth Duncan, teacher-coordinator.

Figure 38

SAMPLE LETTER TO BUSINESSMEN[1]

Date

Business Address

Dear Mr.

We are taking this means of acquainting various employers who are engaged in home economics related occupations within the city of a new course -- Home Economics Cooperative Education -- which has been added to our high school curriculum. It is intended to enable our school to render a more complete service to our local businesses and institutions by supplying them with better trained personnel from among our graduates.

The Board of Education feels that the inclusion of this type of program will do much to provide the youth of (Name of Town) with a well-rounded educational program that will fulfill the need for practical, down-to-earth training. It will enable that large percentage of our students who desire to become occupationally competent to enter full-time employment upon graduation, or supplement their incomes while attending college or a vocational school.

As the name of this course suggests, it is carried on through a cooperative arrangement between the businesses and institutions of our city and the local schools. Practical work experiences are gained by the student through part-time employment in some place of business -- such as yours -- during each morning or afternoon. Information related to the students' occupation is provided by our high school in a special class scheduled each morning or afternoon. Students must be of Junior or Senior standing and must be at least sixteen years of age to participate in this program.

(Name of teacher-coordinator), teacher-coordinator of this program, will make every effort to visit you in the near future and explain the operation of this program more in detail. If you decide that your place of business will be in a position to cooperate in training one or more students, we shall be very happy to include you on our "faculty."

Very truly yours,

(Name of Superintendent)
(Name of School)

Figure 39

[1]Adapted from Industrial Cooperative Training Handbook. College Station, Texas. Texas A & M University. May, 1968. p. 102.

PUBLICITY CHART[1]

MEDIA OF PUBLICITY	Before school opening	At school opening	Each semes-ter	Once during year	At end of school
Newspaper articles	X	X	X		
School publications			X		
School assembly program				X	
Talks to civic clubs	X		X		
Future Homemaker activities			X		
Talk to Parent-Teacher groups				X	
Interpret program to home-making teachers and students				X	
School exhibits and posters		X	X		
School public address system				X	
Free radio and television time				X	
Section in school yearbook				X	
Letters to students and parents	X				
Employer-employee banquet				X	
Letters of appreciation to employers and parents					X
Appreciation certificates to employers				X	
Pictures		X	X		

[1]Adapted from Industrial Cooperative Training Handbook. College Station, Texas. Texas A& M University. May, 1968. p. 104.

Figure 40

XIX. FUTURE HOMEMAKERS OF AMERICA

The Future Homemakers of America organization has many opportunities for the students of Home Economics Cooperative Education. Occupational preparation is an important development in home economics education. Enrollment in classes preparing for gainful employment in occupations which utilize knowledge and skills of home economics subject matter content has increased continuously since the beginning of the program following the passage of the 1963 Vocational Act.

These exerpts from a release prepared by the National Advisor, Future Homemakers of America, are of interest.

> "With the increase in enrollment in occupationsl and wage earning programs in home economics education at the secondary school level, we are receiving inquiries in reference to the eligibility of these students for membership in Future Homemakers of America. Also, the question has been raised as to whether some separate FHA program is necessary to serve this group.
>
> We have evaluated the FHA program in National Advisory Board and Headquarters Staff meetings and found it to be flexible enough to meet the needs of all students enrolled in home economics education whether they are enrolled in courses for personal and family living or in those to develop occupational competencies.
>
> All students in junior and senior high school home economics are preparing for the dual role of homemaker and job holder regardless of the type of course. All of these students, boys as well as girls, are eligible for membership in Future Homemakers of America.
>
> One of the goals of the wage earning programs is to help each student gain in self-respect, develop initiative, and learn to assume responsibility. This ties in with our FHA Program of Work. It is our feeling that membership in Future Homemakers of America can be very beneficial to this group of students."

The Home Economics Cooperative Education student has a definite place in the Future Homemakers of America organization. The experiences of this student can contribute to the FHA program in very outstanding ways. The Home Economics Cooperative Education student can benefit immeasurably from the opportunities for individual growth, development, and creative leadership provided for in this organization.

There are a variety of organizational patterns which may be used to include cooperative students in FHA. If these students are enrolled in a chapter with students from regular homemaking classes, then a class unit method of organization is recommended. In this way meetings can be held during the class period. This would give the students a greater feeling of belonging and would give them representation as officers in the chapter. Efforts should be made to schedule out of school activities so that as

many cooperative students as possible could participate. Cooperative students should be given as many opportunities to participate in chapter projects as possible as this is one of the most worthwhile aspects of the program. Perhaps the summer months would provide more flexibility of scheduling to allow greater participation in FHA activities. These students should be given the opportunity to attend area and state meetings and to participate in other area and state activities and projects. Problems of time are not easy ones to solve, but the teacher who views FHA as an integral, important part of the homemaking program will work toward achieving satisfactory solutions. This is another area in which the cooperation and understanding of the administration is so essential. Every effort should be made to include principals, counselors, and the superintendent in planning, in programs, and in interpretation to the community.

In situations when the Home Economics Cooperative Education program is a full unit, then a separate chapter for the cooperative students would probably be desirable. The class unit organization would still be good. Almost all of the FHA program could then be carried on during class time. Out of school activities, such as the employer-employee entertainment, could be scheduled as a natural FHA activity. These chapter members should also be able to identify with the other FHA chapters in the community and should participate in area and state activities.

The National Program of Work for the Future Homemakers of America is changed every four years in order that it may be current in meeting the needs and interests of the members. The Program of Work has many possibilities for home economics cooperative students. Both the objectives and the projects, which constitute the Program of Work, can be used to advantage by the students of Home Economics Cooperative Education as they prepare for their roles as homemakers, wage earners, and citizens.

For additional information on the organization of a Future Homemakers of America chapter and suggestions for developing a local program of work based on the National Program of Work, write to:

State Advisor
Future Homemakers of America
Texas Education Agency
Capitol Station
Austin, Texas 78711